

# English Language Arts

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



Grade

3



**Pennsylvania Department of Education**  
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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into seven Reporting Categories. The Reporting Categories for Grade 3 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

## Pennsylvania System of School Assessment

### Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/ Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.3.1.1	A-V.4.1.2
	A-K.1.1.3		
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.3.1.1	
		B-C.3.1.2	
		B-C.3.1.3	

**E03.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.A-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**E03.A-K.1.1** Demonstrate understanding of key ideas and details in literature.

**ELIGIBLE CONTENT**

- E03.A-K.1.1.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- E03.A-K.1.1.2** Recount poems, dramas, or stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- E03.A-K.1.1.3** Describe characters in a story (e.g., their traits, motivations, feelings) and explain how their actions contribute to the sequence of events.
- Note:** “Story” means narration of events told through the text types of story, drama, or poem.

**Reference:**

CC.1.3.3.A Determine the central message, lesson, or moral in literary text; explain how it is conveyed in text.

CC.1.3.3.B Ask and answer questions about the text and make inferences from text; referring to text to support responses.

CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events.

**E03.A Literature Text****Reporting Category****ASSESSMENT ANCHOR****E03.A-C.2****Craft and Structure****DESCRIPTOR****E03.A-C.2.1** Demonstrate understanding of craft and structure in literature.**ELIGIBLE CONTENT****E03.A-C.2.1.1** Explain the point of view from which a story is narrated, including the difference between first- and third-person narrations.**Note:** “Story” means narration of events told through the text types of story, drama, or poem.**Reference:**

CC.1.3.3.D Explain the point of view of the author.

**E03.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.A-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**

**E03.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.

**ELIGIBLE CONTENT**

**E03.A-C.3.1.1** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**Note:** “Stories” means narration of events told through the text types of stories, dramas, or poems.

**Reference:**

CC.1.3.3.H Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

**E03.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.A-V.4**

**Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E03.A-V.4.1**

Demonstrate understanding of vocabulary and figurative language in literature.

**E03.A-V.4.1.1**

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

**E03.A-V.4.1.2**

Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Distinguish shades of meaning among related words (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

**Reference:**

CC.1.3.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

CC.1.3.3.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.



**E03.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.B-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**E03.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**ELIGIBLE CONTENT**

**E03.B-K.1.1.1** Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**E03.B-K.1.1.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**E03.B-K.1.1.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Reference:**

CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.

CC.1.2.3.B Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

**E03.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.B-C.2**

**Craft and Structure**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E03.B-C.2.1**

Demonstrate understanding of craft and structure in informational texts.

**E03.B-C.2.1.1**

Explain the point of view from which a text is written.

**E03.B-C.2.1.2**

Use text features (e.g., headings, graphics, charts) and search tools (e.g., key words, sidebars, hyperlinks) to efficiently locate information relevant to a given topic.

**Reference:**

CC.1.2.3.D Explain the point of view of the author.

CC.1.2.3.E Use text features and search tools to locate and interpret information.

**E03.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.B-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E03.B-C.3.1</b>	Demonstrate understanding of connections within, between, and/or among informational texts.	<b>E03.B-C.3.1.1</b>	Describe the logical connection between particular sentences and paragraphs to support specific points in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
		<b>E03.B-C.3.1.2</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.
		<b>E03.B-C.3.1.3</b>	Use information gained from illustrations, maps, photographs, and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Reference:**

CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.

CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points.

CC.1.2.3.I Compare and contrast the most important points and key details presented in two texts on the same topic.

**E03.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.B-V.4**

**Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E03.B-V.4.1** Demonstrate understanding of vocabulary and figurative language in informational texts.

**E03.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
- d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

**E03.B-V.4.1.2** Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Distinguish shades of meaning among related words (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

**Reference:**

- CC.1.2.3.F Determine the meaning of words and phrases as they are used in grade-level text, distinguishing literal from nonliteral meaning as well as shades of meaning among related words.
- CC.1.2.3.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
- CC.1.2.3.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E03.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E03.C.1.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons.	<b>E03.C.1.1.1</b>	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.
		<b>E03.C.1.1.2</b>	Provide reasons that support the opinion.
		<b>E03.C.1.1.3</b>	Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i> ) to connect an opinion and reasons.
		<b>E03.C.1.1.4</b>	Provide a concluding statement or section.

**Reference:**

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

CC.1.4.3.I Support an opinion with reasons.

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

**E03.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E03.C.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- E03.C.1.2.1** Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
- E03.C.1.2.2** Develop the topic with facts, definitions, and/or details.
- E03.C.1.2.3** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- E03.C.1.2.4** Provide a concluding statement or section.

**Reference:**

CC.1.4.3.B Identify and introduce the topic.

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

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

**E03.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E03.C.1.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	<b>E03.C.1.3.1</b>	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.
		<b>E03.C.1.3.2</b>	Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.
		<b>E03.C.1.3.3</b>	Use temporal words and phrases to signal event order.
		<b>E03.C.1.3.4</b>	Provide a sense of closure.

**Reference:**

- CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

## E03.D Language

## Reporting Category

## ASSESSMENT ANCHOR

## E03.D.1 Conventions of Standard English

## DESCRIPTOR

## ELIGIBLE CONTENT

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

## Reference:

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

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



**E03.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

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

**Reference:**

**Eligible Content includes skills and understandings assessed in previous grades.**

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

**E03.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E03.D.2 Knowledge of Language**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E03.D.2.1** Use knowledge of language and its conventions.

**E03.D.2.1.1** Choose words and phrases for effect.\*

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

# English Language Arts

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



Grade

4



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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 4 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

## Pennsylvania System of School Assessment

### Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details	Craft and Structure/Integration of Knowledge and Ideas	Vocabulary Acquisition and Use
	(Key Ideas)	(CSI)	(Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.3.1.1	A-V.4.1.2
	A-K.1.1.3		
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.3.1.1	
		B-C.3.1.2	
		B-C.3.1.3	

**E04.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.A-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.A-K.1.1**

Demonstrate understanding of key ideas and details in literature.

**E04.A-K.1.1.1**

Refer to details and examples in a text when explaining what the text explicitly says and when drawing inferences from the text.

**E04.A-K.1.1.2**

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

**E04.A-K.1.1.3**

Describe in depth a character, setting, or event in a story, drama, or poem, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**Reference:**

CC.1.3.4.A Determine a theme of a text from details in the text; summarize the text.

CC.1.3.4.B Cite relevant details from the text to support what the text says explicitly and make inferences.

CC.1.3.4.C Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

**E04.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.A-C.2**

**Craft and Structure**

**DESCRIPTOR**

**E04.A-C.2.1**

Demonstrate understanding of craft and structure in literature.

**ELIGIBLE CONTENT**

**E04.A-C.2.1.1**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**Note:** “Stories” means narration of events told through the text types of stories, dramas, or poems.

**Reference:**

CC.1.3.4.D Compare and contrast an event or topic told from two different points of view.



**E04.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.A-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.

**E04.A-C.3.1.1** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**Note:** "Stories" means narration of events told through the text types of stories, dramas, or poems.

**Reference:**

CC.1.3.4.H Compare and contrast similar themes, topics, and patterns of events in literature, including texts from different cultures.

**E04.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.A-V.4** Vocabulary Acquisition and Use

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.A-V.4.1** Demonstrate understanding of vocabulary and figurative language in literature.

**E04.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase, including words or phrases that allude to significant characters found in literature (e.g., *Herculean effort*).
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

**E04.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

**Reference:**

CC.1.3.4.F Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.3.4.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.4.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

**E04.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.B-K.1** Key Ideas and Details

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**E04.B-K.1.1.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**E04.B-K.1.1.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**E04.B-K.1.1.3** Explain events, procedures, ideas, steps, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

**Reference:**

CC.1.2.4.A Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CC.1.2.4.B Refer to details and examples in text to support what the text says explicitly and make inferences.

CC.1.2.4.C Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text.

**E04.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.B-C.2**

**Craft and Structure**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.B-C.2.1**

Demonstrate understanding of craft and structure in informational texts.

**E04.B-C.2.1.1**

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

**E04.B-C.2.1.2**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.

**Reference:**

CC.1.2.4.D Compare and contrast an event or topic told from two different points of view.

CC.1.2.4.E Use text structure to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**E04.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.B-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E04.B-C.3.1</b>	Demonstrate understanding of connections within, between, and/or among informational texts.	<b>E04.B-C.3.1.1</b>	Explain how an author uses reasons and evidence to support particular points in a text.
		<b>E04.B-C.3.1.2</b>	Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
		<b>E04.B-C.3.1.3</b>	Interpret text features (e.g., headings, graphics, charts, timelines, diagrams) and/or make connections between text and the content of text features.

**Reference:**

- CC.1.2.4.G Interpret various presentations of information within a text or digital source and explain how the information contributes to an understanding of text in which it appears.
- CC.1.2.4.H Explain how an author uses reasons and evidence to support particular points in a text.
- CC.1.2.4.I Integrate information from two texts on the same topic to demonstrate understanding of that topic.

**E04.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.B-V.4**      **Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.B-V.4.1**      Demonstrate understanding of vocabulary and figurative language in informational texts.

**E04.B-V.4.1.1**      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements 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., *telegraph*, *photograph*, *autograph*).
- c. Determine the meaning of general academic and domain-specific words or phrases used in a text.

**E04.B-V.4.1.2**      Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of similes and metaphors in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their antonyms and synonyms.

**Reference:**

CC.1.2.4.F      Determine the meaning of words and phrases as they are used in grade-level text, including figurative language.

CC.1.2.4.J      Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

CC.1.2.4.K      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E04.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E04.C.1.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<b>E04.C.1.1.1</b>	Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
		<b>E04.C.1.1.2</b>	Provide reasons that are supported by facts and details.
		<b>E04.C.1.1.3</b>	Link an opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i> ).
		<b>E04.C.1.1.4</b>	Provide a concluding statement or section related to the opinion presented.

**Reference:**

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.4.H Introduce the topic and state an opinion on the topic.

CC.1.4.4.I Provide reasons that are supported by facts and details.

CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

**E04.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E04.C.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- E04.C.1.2.1** Introduce a topic for the intended audience and group related information in paragraphs and/or sections to support the writer's purpose.
- E04.C.1.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- E04.C.1.2.3** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- E04.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E04.C.1.2.5** Provide a concluding statement or section related to the information or explanation presented.

**Reference:**

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



**E04.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E04.C.1.3</b>	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.	<b>E04.C.1.3.1</b>	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.
		<b>E04.C.1.3.2</b>	Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.
		<b>E04.C.1.3.3</b>	Use a variety of transitional words and phrases to manage the sequence of events.
		<b>E04.C.1.3.4</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
		<b>E04.C.1.3.5</b>	Provide a conclusion that follows from the narrated experiences or events.

**Reference:**

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

**E04.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

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

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

**E04.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E04.D.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<b>E04.D.1.2.1</b>	Use correct capitalization.
		<b>E04.D.1.2.2</b>	Use commas and quotation marks to mark direct speech and quotations from a text.
		<b>E04.D.1.2.3</b>	Use a comma before a coordinating conjunction in a compound sentence.
		<b>E04.D.1.2.4</b>	Spell grade-appropriate words correctly.

**Reference:**

**Eligible Content includes skills and understandings assessed in previous grades.**

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

**E04.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.D.2 Knowledge of Language**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E04.D.2.1</b>	Use knowledge of language and its conventions.	<b>E04.D.2.1.1</b>	Choose words and phrases to convey ideas precisely.*
		<b>E04.D.2.1.2</b>	Choose punctuation for effect.*
		<b>E04.D.2.1.3</b>	Choose words and phrases for effect.*

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

**E04.E Text-Dependent Analysis**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E04.E.1 Evidence-Based Analysis of Text**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E04.E.1.1</b>	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	<b>E04.E.1.1.1</b>	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
		<b>E04.E.1.1.2</b>	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
		<b>E04.E.1.1.3</b>	Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i> ).
		<b>E04.E.1.1.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		<b>E04.E.1.1.5</b>	Provide a concluding statement or section related to the analysis presented.

**Reference:**

**Eligible Content includes skills and understandings assessed in previous grades.**

CC.1.4.4.B Identify and introduce the topic clearly.

CC.1.4.4.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.

CC.1.4.4.D Group related information in paragraphs and sections, linking ideas within categories of information using words and phrases; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

CC.1.4.4.H Introduce the topic and state an opinion on the topic.

CC.1.4.4.I Provide reasons that are supported by facts and details.

CC.1.4.4.J Create an organizational structure that includes related ideas grouped to support the writer's purpose and linked in a logical order with a concluding statement or section related to the opinion.

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

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# English Language Arts

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



Grade

5



**Pennsylvania Department of Education**

[www.pdesas.org](http://www.pdesas.org)

[www.education.state.pa.us](http://www.education.state.pa.us)

**April 2014**

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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 5 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

## Pennsylvania System of School Assessment

### Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.3.1.1	A-V.4.1.2
	A-K.1.1.3		
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.3.1.1	
		B-C.3.1.2	
		B-C.3.1.3	

**E05.A Literature Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.A-K.1**
**Key Ideas and Details**
**DESCRIPTOR**
**ELIGIBLE CONTENT**
**E05.A-K.1.1**

Demonstrate understanding of key ideas and details in literature.

**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.

**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.

**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).

**Reference:**

- CC.1.3.5.A Determine a theme of a text 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.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

## E05.A Literature Text

## Reporting Category

### ASSESSMENT ANCHOR

E05.A-C.2

Craft and Structure

#### DESCRIPTOR

**E05.A-C.2.1**

Demonstrate understanding of craft and structure in literature.

#### ELIGIBLE CONTENT

**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 and explain how it is conveyed in the text.

#### Reference:

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## E05.A Literature Text

## Reporting Category

### ASSESSMENT ANCHOR

**E05.A-C.3** Integration of Knowledge and Ideas

#### DESCRIPTOR

**E05.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.

#### ELIGIBLE CONTENT

**E05.A-C.3.1.1** Compare and contrast stories in the same genre on their approaches to similar themes and topics.  
  
**Note:** “Stories” means narration of events told through the text types of stories, dramas, or poems.

#### Reference:

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

**E05.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.A-V.4**    **Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E05.A-V.4.1**    Demonstrate understanding of vocabulary and figurative language in literature.

**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.

- 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., *photograph*, *photosynthesis*).

**E05.A-V.4.1.2**    Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (e.g., simile, metaphor, personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Reference:**

CC.1.3.5.F    Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.3.5.I    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 and tools.

CC.1.3.5.J    Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**E05.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.B-K.1**
**Key Ideas and Details**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E05.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**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.

**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.

**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.

Reference:

CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

**E05.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.B-C.2**
**Craft and Structure**
**DESCRIPTOR**
**ELIGIBLE CONTENT**
**E05.B-C.2.1**

Demonstrate understanding of craft and structure in informational texts.

**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.

**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.

**Reference:**

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).



**E05.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.B-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**
**ELIGIBLE CONTENT**

<b>E05.B-C.3.1</b>	Demonstrate understanding of connections within, between, and/or among informational texts.	<b>E05.B-C.3.1.1</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		<b>E05.B-C.3.1.2</b>	Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
		<b>E05.B-C.3.1.3</b>	Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

**Reference:**

- CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.
- CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

**E05.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.B-V.4**
**Vocabulary Acquisition and Use**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E05.B-V.4.1** Demonstrate understanding of vocabulary and figurative language in informational texts.

**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.

- 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., *photograph*, *photosynthesis*).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

**E05.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Reference:**

- CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E05.C Writing**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.C.1 Text Types and Purposes**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E05.C.1.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**E05.C.1.1.1** Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**E05.C.1.1.2** Provide logically ordered reasons that are supported by facts and details.

**E05.C.1.1.3** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

**E05.C.1.1.4** Establish and maintain a formal style.

**E05.C.1.1.5** Provide a concluding section related to the opinion presented.

**Reference:**

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

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

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

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

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

## E05.C Writing

## Reporting Category

### ASSESSMENT ANCHOR

#### E05.C.1 Text Types and Purposes

##### DESCRIPTOR

**E05.C.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

##### ELIGIBLE CONTENT

- 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.
- E05.C.1.2.2** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- E05.C.1.2.3** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- E05.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E05.C.1.2.5** Establish and maintain a formal style.
- E05.C.1.2.6** Provide a concluding section related to the information or explanation presented.

#### Reference:

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

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

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

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

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

## E05.C Writing

## Reporting Category

### ASSESSMENT ANCHOR

#### E05.C.1 Text Types and Purposes

##### DESCRIPTOR

**E05.C.1.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

##### ELIGIBLE CONTENT

- 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.
- 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.
- E05.C.1.3.3** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- E05.C.1.3.4** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E05.C.1.3.5** Provide a conclusion that follows from the narrated experiences or events.

#### Reference:

- CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
- CC.1.4.5.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.5.Q Write with an awareness of style.
- Use sentences of varying length.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

## E05.D Language

## Reporting Category

### ASSESSMENT ANCHOR

#### E05.D.1 Conventions of Standard English

##### DESCRIPTOR

##### ELIGIBLE CONTENT

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

#### Reference:

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

Eligible Content includes skills and understandings assessed in previous grades.

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

**E05.D Language**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.D.1 Conventions of Standard English**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

<b>E05.D.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<b>E05.D.1.2.1</b>	Use punctuation to separate items in a series.*
		<b>E05.D.1.2.2</b>	Use a comma to separate an introductory element from the rest of the sentence.
		<b>E05.D.1.2.3</b>	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> ).
		<b>E05.D.1.2.4</b>	Use underlining, quotation marks, or italics to indicate titles of works.
		<b>E05.D.1.2.5</b>	Spell grade-appropriate words correctly.

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

## E05.D Language

## Reporting Category

### ASSESSMENT ANCHOR

#### E05.D.2 Knowledge of Language

##### DESCRIPTOR

**E05.D.2.1** Use knowledge of language and its conventions.

##### ELIGIBLE CONTENT

**E05.D.2.1.1** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**E05.D.2.1.2** Choose words and phrases to convey ideas precisely.\*

**E05.D.2.1.3** Choose punctuation for effect.\*

**E05.D.2.1.4** Choose words and phrases for effect.\*

#### Reference:

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

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

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

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

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



## E05.E Text-Dependent Analysis

## Reporting Category

### ASSESSMENT ANCHOR

#### E05.E.1 Evidence-Based Analysis of Text

##### DESCRIPTOR

**E05.E.1.1** Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

##### ELIGIBLE CONTENT

**E05.E.1.1.1** Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**E05.E.1.1.2** Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

**E05.E.1.1.3** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

**E05.E.1.1.4** Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**E05.E.1.1.5** Establish and maintain a formal style.

**E05.E.1.1.6** Provide a concluding section related to the analysis presented.

#### Reference:

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

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

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

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

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

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

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

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

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

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# English Language Arts

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



Grade

6



**Pennsylvania Department of Education**

[www.pdesas.org](http://www.pdesas.org)

[www.education.state.pa.us](http://www.education.state.pa.us)

**April 2014**

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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 6 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C= Writing
- D = Language
- E = Text-Dependent Analysis

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

## Pennsylvania System of School Assessment

### Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details	Craft and Structure/Integration of Knowledge and Ideas	Vocabulary Acquisition and Use
	(Key Ideas)	(CSI)	(Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.2.1.2	A-V.4.1.2
	A-K.1.1.3	A-C.2.1.3	
		A-C.3.1.1	
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.2.1.3	
		B-C.3.1.1	
		B-C.3.1.2	

**E06.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.A-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**E06.A-K.1.1** Demonstrate understanding of key ideas and details in literature.

**ELIGIBLE CONTENT**

**E06.A-K.1.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

**E06.A-K.1.1.2** Determine a theme or central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

**E06.A-K.1.1.3** Describe how the plot of a particular story, drama, or poem unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

**Reference:**

CC.1.3.6.A Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.3.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

CC.1.3.6.C Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

**E06.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.A-C.2**

**Craft and Structure**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.A-C.2.1**

Demonstrate understanding of craft and structure in literature.

**E06.A-C.2.1.1**

Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

**E06.A-C.2.1.2**

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**E06.A-C.2.1.3**

Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

**Reference:**

CC.1.3.6.D Determine an author's purpose in a text and explain how it is conveyed in the text.

CC.1.3.6.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.



**E06.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.A-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.

**E06.A-C.3.1.1** Compare and contrast texts in different forms or genres (e.g., stories, dramas, poems, historical novels, fantasy stories) in terms of their approaches to similar themes and topics.

**Reference:**

CC.1.3.6.H Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.

**E06.A Literature Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E06.A-V.4**    **Vocabulary Acquisition and Use**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E06.A-V.4.1**    Demonstrate understanding of vocabulary and figurative language in literature.

**E06.A-V.4.1.1**    Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

**E06.A-V.4.1.2**    Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

**Reference:**

- CC.1.3.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- CC.1.3.6.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**E06.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.B-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**E06.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**ELIGIBLE CONTENT**

**E06.B-K.1.1.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

**E06.B-K.1.1.2** Determine a central idea of a text and how it is conveyed through relevant details; provide a summary of the text distinct from personal opinions or judgments.

**E06.B-K.1.1.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples, anecdotes, or sequence of steps).

**Reference:**

CC.1.2.6.A Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CC.1.2.6.B Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

CC.1.2.6.C Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

**E06.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.B-C.2**

**Craft and Structure**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.B-C.2.1**

Demonstrate understanding of connections within, between, and/or among informational texts.

**E06.B-C.2.1.1**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**E06.B-C.2.1.2**

Analyze how a particular sentence, paragraph, chapter, section, or text feature fits into the overall structure of a text and contributes to the development of the ideas.

**E06.B-C.2.1.3**

Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text.

**Reference:**

CC.1.2.6.D Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

CC.1.2.6.E Analyze the author's structure through the use of paragraphs, chapters, or sections.

**E06.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.B-C.3**

**Integration of Knowledge and Ideas**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.B-C.3.1**

Demonstrate understanding of connections within and/or among informational texts.

**E06.B-C.3.1.1**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not (e.g., fact/opinion, bias).

**E06.B-C.3.1.2**

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Reference:**

CC.1.2.6.H Evaluate an author's argument by examining claims and determining if they are supported by evidence.

CC.1.2.6.I Examine how two authors present similar information in different types of text.

**E06.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.B-V.4** | **Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.B-V.4.1** Demonstrate understanding of vocabulary and figurative language in informational texts.

**E06.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c. Determine the meaning of technical words and phrases used in a text.

**E06.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

**Reference:**

- CC.1.2.6.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- CC.1.2.6.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.6.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E06.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.C.1.1** Write arguments to support claims with clear reasons and relevant evidence.

**E06.C.1.1.1** Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.

**E06.C.1.1.2** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**E06.C.1.1.3** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

**E06.C.1.1.4** Establish and maintain a formal style.

**E06.C.1.1.5** Provide a concluding section that reinforces the claims and reasons presented.

**Reference:**

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

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

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

**E06.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.C.1.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**E06.C.1.2.1** Introduce a topic for the intended audience; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.

**E06.C.1.2.2** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**E06.C.1.2.3** Use appropriate transitions to clarify the relationships among ideas and concepts.

**E06.C.1.2.4** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**E06.C.1.2.5** Establish and maintain a formal style.

**E06.C.1.2.6** Provide a concluding section that follows from the information or explanation presented.

**Reference:**

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

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



**E06.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E06.C.1.3** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**E06.C.1.3.1** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

**E06.C.1.3.2** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**E06.C.1.3.3** Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

**E06.C.1.3.4** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

**E06.C.1.3.5** Provide a conclusion that follows from the narrated experiences or events.

**Reference:**

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

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

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

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

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

**E06.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

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

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

**E06.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

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

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

**E06.D Language**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E06.D.2 Knowledge of Language**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

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

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

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

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

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

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

**E06.E Text-Dependent Analysis**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E06.E.1 Evidence-Based Analysis of Text**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

<b>E06.E.1.1</b>	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	<b>E06.E.1.1.1</b>	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		<b>E06.E.1.1.2</b>	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
		<b>E06.E.1.1.3</b>	Use appropriate transitions to clarify the relationships among ideas and concepts.
		<b>E06.E.1.1.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		<b>E06.E.1.1.5</b>	Establish and maintain a formal style.
		<b>E06.E.1.1.6</b>	Provide a concluding section that follows from the analysis presented.

**Reference:**

**Eligible Content includes skills and understandings assessed in previous grades.**

CC.1.4.6.B Identify and introduce the topic for the intended audience.

CC.1.4.6.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.6.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

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

CC.1.4.6.H Introduce and state an opinion on a topic.

CC.1.4.6.I Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.

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**E06.E Text-Dependent Analysis**

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**Reporting Category**

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- CC.1.4.6.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.
- CC.1.4.6.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Use sentences of varying lengths and complexities.
  - Develop and maintain a consistent voice.
  - Establish and maintain a formal style.
- CC.1.4.6.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

# English Language Arts

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



Grade

7



**Pennsylvania Department of Education**

[www.pdesas.org](http://www.pdesas.org)

[www.education.state.pa.us](http://www.education.state.pa.us)

**April 2014**

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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 7 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

## Pennsylvania System of School Assessment

### Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.2.1.2	A-V.4.1.2
	A-K.1.1.3	A-C.2.1.3	
		A-C.3.1.1	
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.2.1.3	
		B-C.3.1.1	
		B-C.3.1.2	

**E07.A Literature Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E07.A-K.1**
**Key Ideas and Details**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E07.A-K.1.1** Demonstrate understanding of key ideas and details in literature.

**E07.A-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**E07.A-K.1.1.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**E07.A-K.1.1.3** Analyze how particular elements of a story, drama, or poem interact (e.g., how the setting shapes the characters or plot).

**Reference:**

CC.1.3.7.A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7.C Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

**E07.A Literature Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E07.A-C.2**
**Craft and Structure**
**DESCRIPTOR**
**ELIGIBLE CONTENT**
**E07.A-C.2.1** Demonstrate understanding of craft and structure in literature.

**E07.A-C.2.1.1** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

**E07.A-C.2.1.2** Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

**E07.A-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

**Reference:**

CC.1.3.7.D Determine an author's purpose in a text and explain how it is conveyed in a text.

CC.1.3.7.E Analyze how the structure of a text contributes to the development of theme, setting, and plot.

CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

## E07.A Literature Text

## Reporting Category

### ASSESSMENT ANCHOR

**E07.A-C.3** Integration of Knowledge and Ideas

#### DESCRIPTOR

**E07.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.

#### ELIGIBLE CONTENT

**E07.A-C.3.1.1** Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### Reference:

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**E07.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.A-V.4** Vocabulary Acquisition and Use

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E07.A-V.4.1** Demonstrate understanding of vocabulary and figurative language in literature.

**E07.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).

**E07.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**Reference:**

- CC.1.3.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- CC.1.3.7.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**E07.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E07.B-K.1**
**Key Ideas and Details**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E07.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**E07.B-K.1.1.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**E07.B-K.1.1.2** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**E07.B-K.1.1.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, how individuals influence ideas or events).

**Reference:**

CC.1.2.7.A Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.7.C Analyze the interactions between individuals, events, and ideas in a text.

**E07.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E07.B-C.2**
**Craft and Structure**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E07.B-C.2.1** Demonstrate understanding of craft and structure in informational texts.

**E07.B-C.2.1.1** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**E07.B-C.2.1.2** Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development of the ideas.

**E07.B-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of a specific word choice on meaning and tone.

**Reference:**

CC.1.2.7.D Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

CC.1.2.7.E Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.

CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.



**E07.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E07.B-C.3**      **Integration of Knowledge and Ideas**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E07.B-C.3.1**      Demonstrate understanding of connections within, between, and/or among informational texts.

**E07.B-C.3.1.1**      Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**E07.B-C.3.1.2**      Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

**Reference:**

CC.1.2.7.H      Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

CC.1.2.7.I      Analyze how two or more authors present and interpret facts on the same topic.

**E07.B Informational Text**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E07.B-V.4**      **Vocabulary Acquisition and Use**
**DESCRIPTOR**
**ELIGIBLE CONTENT**

**E07.B-V.4.1**      Demonstrate understanding of vocabulary and figurative language in informational texts.

**E07.B-V.4.1.1**      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- c. Determine the meaning of technical words and phrases used in a text.

**E07.B-V.4.1.2**      Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

**Reference:**

- CC.1.2.7.F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.
- CC.1.2.7.J Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E07.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E07.C.1.1</b>	Write arguments to support claims with clear reasons and relevant evidence.	<b>E07.C.1.1.1</b>	Introduce claim(s) for the intended audience, acknowledge alternate or opposing claims, and support the writer's purpose by logically organizing the reasons and evidence.
		<b>E07.C.1.1.2</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
		<b>E07.C.1.1.3</b>	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
		<b>E07.C.1.1.4</b>	Establish and maintain a formal style.
		<b>E07.C.1.1.5</b>	Provide a concluding section that reinforces the claims and reasons presented.

**Reference:**

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

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

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

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

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

**E07.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E07.C.1.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>E07.C.1.2.1</b>	Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
		<b>E07.C.1.2.2</b>	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
		<b>E07.C.1.2.3</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
		<b>E07.C.1.2.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		<b>E07.C.1.2.5</b>	Establish and maintain a formal style.
		<b>E07.C.1.2.6</b>	Provide a concluding section that follows from and supports the information or explanation presented.

**Reference:**

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

**E07.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E07.C.1.3** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

**E07.C.1.3.1** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.

**E07.C.1.3.2** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

**E07.C.1.3.3** Use a variety of transitional words, phrases, and clauses to convey sequence and to signal shifts from one time frame or setting to another.

**E07.C.1.3.4** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**E07.C.1.3.5** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Reference:**

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

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

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

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

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

**E07.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

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

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

**E07.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E07.D.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<b>E07.D.1.2.1</b>	Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i> ).
		<b>E07.D.1.2.2</b>	Spell correctly.
		<b>E07.D.1.2.3</b>	Use punctuation (commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*
		<b>E07.D.1.2.4</b>	Use punctuation to separate items in a series.*

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

**E07.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.D.2 Knowledge of Language**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

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

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

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

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

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



**E07.E Text-Dependent Analysis**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E07.E.1 Evidence-Based Analysis of Text**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E07.E.1.1</b>	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	<b>E07.E.1.1.1</b>	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		<b>E07.E.1.1.2</b>	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
		<b>E07.E.1.1.3</b>	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
		<b>E07.E.1.1.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		<b>E07.E.1.1.5</b>	Establish and maintain a formal style.
		<b>E07.E.1.1.6</b>	Provide a concluding section that follows from and supports the analysis presented.

**Reference:**

**Eligible Content includes skills and understandings assessed in previous grades.**

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.7.C Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.D Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

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

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

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**E07.E Text-Dependent Analysis**

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**Reporting Category**

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- CC.1.4.7.I Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.7.J Organize the claim(s) with clear reasons and evidence; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.7.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Use sentences of varying lengths and complexities.
  - Develop and maintain a consistent voice.
  - Establish and maintain a formal style.
- CC.1.4.7.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

# English Language Arts

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



Grade

8



**Pennsylvania Department of Education**

[www.pdesas.org](http://www.pdesas.org)

[www.education.state.pa.us](http://www.education.state.pa.us)

**April 2014**

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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into eight Reporting Categories. The Reporting Categories for Grade 8 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language
- E = Text-Dependent Analysis

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

# Pennsylvania System of School Assessment

## Dual Reporting in Reading

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre	Key Ideas and Details (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (Vocabulary)
Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.2.1.2	A-V.4.1.2
	A-K.1.1.3	A-C.2.1.3	
		A-C.3.1.1	
Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.2.1.3	
		B-C.3.1.1	
		B-C.3.1.2	

**E08.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.A-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**E08.A-K.1.1** Demonstrate understanding of key ideas and details in literature.

**ELIGIBLE CONTENT**

**E08.A-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**E08.A-K.1.1.2** Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**E08.A-K.1.1.3** Analyze how particular lines of dialogue or incidents in a story, drama, or poem propel the action, reveal aspects of a character, or provoke a decision.

**Reference:**

CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CC.1.3.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.8.C Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

**E08.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.A-C.2**

**Craft and Structure**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.A-C.2.1** Demonstrate understanding of craft and structure in literature.

**E08.A-C.2.1.1** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

**E08.A-C.2.1.2** Compare and contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.

**E08.A-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Reference:**

CC.1.3.8.D Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

CC.1.3.8.E Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.



**E08.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.A-C.3**

**Integration of Knowledge and Ideas**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.A-C.3.1**

Demonstrate understanding of connections within, between, and/or among texts.

**E08.A-C.3.1.1**

Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths and traditional stories, including describing how the material is rendered new.

**Note:** “Stories” means narration of events told through the text types of stories, dramas, or poems.

**Reference:**

CC.1.3.8.H Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.

**E08.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.A-V.4** Vocabulary Acquisition and Use

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.A-V.4.1** Demonstrate understanding of vocabulary and figurative language in literature.

**E08.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

**E08.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**Reference:**

- CC.1.3.8.F Analyze the influence of the words and phrases in a text including figurative and connotative meanings, and how they shape meaning and tone.
- CC.1.3.8.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**E08.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.B-K.1**

**Key Ideas and Details**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**E08.B-K.1.1.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

**E08.B-K.1.1.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**E08.B-K.1.1.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).

**Reference:**

CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CC.1.2.8.B Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.2.8.C Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

**E08.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.B-C.2**

**Craft and Structure**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.B-C.2.1** Demonstrate understanding of craft and structure in informational texts.

**E08.B-C.2.1.1** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**E08.B-C.2.1.2** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**E08.B-C.2.1.3** Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Reference:**

CC.1.2.8.D Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

CC.1.2.8.E Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.

CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.

**E08.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.B-C.3** Integration of Knowledge and Ideas

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.B-C.3.1** Demonstrate understanding of connections within, between, and/or among informational texts.

**E08.B-C.3.1.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**E08.B-C.3.1.2** Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.

**Reference:**

CC.1.2.8.H Evaluate an author's arguments, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.

CC.1.2.8.I Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**E08.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.B-V.4** Vocabulary Acquisition and Use

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E08.B-V.4.1** Demonstrate understanding of vocabulary and figurative language in informational texts.

**E08.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- c. Determine the meaning of technical words and phrases used in a text.

**E08.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

**Reference:**

- CC.1.2.8.F Analyze the influence of the words and phrases in a text including figurative, connotative, and technical meanings, and how they shape meaning and tone.
- CC.1.2.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- CC.1.2.8.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E08.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E08.C.1.1</b>	Write arguments to support claims with clear reasons and relevant evidence.	<b>E08.C.1.1.1</b>	Introduce claim(s) for the intended audience, acknowledge and distinguish the claim(s) from alternate or opposing claims, and support the writer's purpose by logically organizing reasons and evidence.
		<b>E08.C.1.1.2</b>	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
		<b>E08.C.1.1.3</b>	Use words, phrases, and clauses to create cohesion, and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
		<b>E08.C.1.1.4</b>	Establish and maintain a formal style.
		<b>E08.C.1.1.5</b>	Provide a concluding section that reinforces the claims and reasons presented.

**Reference:**

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

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

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

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

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

**E08.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E08.C.1.2</b>	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	<b>E08.C.1.2.1</b>	Introduce a topic for the intended audience and preview what is to follow; organize ideas, concepts, and information using strategies such as definition, classification, compare/contrast, and cause/effect to support the writer's purpose.
		<b>E08.C.1.2.2</b>	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		<b>E08.C.1.2.3</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		<b>E08.C.1.2.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		<b>E08.C.1.2.5</b>	Establish and maintain a formal style.
		<b>E08.C.1.2.6</b>	Provide a concluding section that follows from and supports the information or explanation presented.

**Reference:**

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



**E08.C Writing**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.C.1 Text Types and Purposes**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E08.C.1.3</b>	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.	<b>E08.C.1.3.1</b>	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically to support the writer's purpose.
		<b>E08.C.1.3.2</b>	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
		<b>E08.C.1.3.3</b>	Use a variety of transitional words, phrases, and clauses to convey sequence, to signal shifts from one time frame or setting to another, and to show the relationships among experiences and events.
		<b>E08.C.1.3.4</b>	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
		<b>E08.C.1.3.5</b>	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Reference:**

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

**E08.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E08.D.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage.	<b>E08.D.1.1.1</b>	Explain the function of verbals (i.e., gerunds, participles, and infinitives) in general and their function in particular sentences.
		<b>E08.D.1.1.2</b>	Form and use verbs in the active and passive voice.
		<b>E08.D.1.1.3</b>	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
		<b>E08.D.1.1.4</b>	Recognize and correct inappropriate shifts in verb voice and mood.*
		<b>E08.D.1.1.5</b>	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
		<b>E08.D.1.1.6</b>	Recognize and correct inappropriate shifts in pronoun number and person.*
		<b>E08.D.1.1.7</b>	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*
		<b>E08.D.1.1.8</b>	Recognize and correct inappropriate shifts in verb tense.*
		<b>E08.D.1.1.9</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
		<b>E08.D.1.1.10</b>	Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i> ).*
		<b>E08.D.1.1.11</b>	Ensure subject-verb and pronoun-antecedent agreement.*

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

**E08.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.D.1 Conventions of Standard English**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E08.D.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<b>E08.D.1.2.1</b>	Use punctuation (i.e., comma, ellipsis, and dash) to indicate a pause or break.
		<b>E08.D.1.2.2</b>	Use an ellipsis to indicate an omission.
		<b>E08.D.1.2.3</b>	Spell correctly.
		<b>E08.D.1.2.4</b>	Use punctuation (i.e., commas, parentheses, and dashes) to set off nonrestrictive/parenthetical elements.*
		<b>E08.D.1.2.5</b>	Use punctuation to separate items in a series.*

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

**E08.D Language**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.D.2 Knowledge of Language**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

<b>E08.D.2.1</b>	Use knowledge of language and its conventions.	<b>E08.D.2.1.1</b>	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action, expressing uncertainty, or describing a state contrary to fact).
		<b>E08.D.2.1.2</b>	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
		<b>E08.D.2.1.3</b>	Vary sentence patterns for meaning, reader/listener interest, and style.*
		<b>E08.D.2.1.4</b>	Maintain consistency in style and tone.*
		<b>E08.D.2.1.5</b>	Choose punctuation for effect.*
		<b>E08.D.2.1.6</b>	Choose words and phrases for effect.*

**Reference:**

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

**Eligible Content includes skills and understandings assessed in previous grades.**

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

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

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

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

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

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

**E08.E Text-Dependent Analysis**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E08.E.1 Evidence-Based Analysis of Text**

DESCRIPTOR		ELIGIBLE CONTENT	
<b>E08.E.1.1</b>	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	<b>E08.E.1.1.1</b>	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		<b>E08.E.1.1.2</b>	Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).
		<b>E08.E.1.1.3</b>	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		<b>E08.E.1.1.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		<b>E08.E.1.1.5</b>	Establish and maintain a formal style.
		<b>E08.E.1.1.6</b>	Provide a concluding section that follows from and supports the analysis presented.

**Reference:**

**Eligible Content includes skills and understandings assessed in previous grades.**

CC.1.4.7.B Identify and introduce the topic clearly, including a preview of what is to follow.

CC.1.4.8.C Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.8.D Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

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

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

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

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**E08.E Text-Dependent Analysis**

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**Reporting Category**

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- CC.1.4.8.I Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- CC.1.4.8.J Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
- CC.1.4.8.K Write with an awareness of the stylistic aspects of composition.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Use sentences of varying lengths and complexities.
  - Create tone and voice through precise language.
  - Establish and maintain a formal style.
- CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

# Keystone Exams: Literature Assessment Anchors and Eligible Content



*Pennsylvania Department of Education*

[www.education.state.pa.us](http://www.education.state.pa.us)

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## PENNSYLVANIA DEPARTMENT OF EDUCATION

### General Introduction to the Keystone Exam Assessment Anchors

#### Introduction

Since the introduction of the Keystone Exams, the Pennsylvania Department of Education (PDE) has been working to create a set of tools designed to help educators improve instructional practices and better understand the Keystone Exams. The Assessment Anchors, as defined by the Eligible Content, are one of the many tools the Department believes will better align curriculum, instruction, and assessment practices throughout the Commonwealth. Without this alignment, it will not be possible to significantly improve student achievement across the Commonwealth.

#### How were Keystone Exam Assessment Anchors developed?

Prior to the development of the Assessment Anchors, multiple groups of PA educators convened to create a set of standards for each of the Keystone Exams. Enhanced Standards, derived from a review of existing standards, focused on what students need to know and be able to do in order to be college and career ready. (Note: Since that time, PA Core Standards have replaced the Enhanced Standards and reflect the college- and career-ready focus.) Additionally, the Assessment Anchors and Eligible Content statements were created by other groups of educators charged with the task of clarifying the standards assessed on the Keystone Exams. The Assessment Anchors, as defined by the Eligible Content, have been designed to hold together, or *anchor*, the state assessment system and curriculum/instructional practices in schools.

Assessment Anchors, as defined by the Eligible Content, were created with the following design parameters:

- **Clear:** The Assessment Anchors are easy to read and are user friendly; they clearly detail which standards are assessed on the Keystone Exams.
- **Focused:** The Assessment Anchors identify a core set of standards that could be reasonably assessed on a large-scale assessment; this will keep educators from having to guess which standards are critical.
- **Rigorous:** The Assessment Anchors support the rigor of the state standards by assessing higher-order and reasoning skills.
- **Manageable:** The Assessment Anchors define the standards in a way that can be easily incorporated into a course to prepare students for success.

#### How can teachers, administrators, schools, and districts use these Assessment Anchors?

The Assessment Anchors, as defined by the Eligible Content, can help focus teaching and learning because they are clear, manageable, and closely aligned with the Keystone Exams. Teachers and administrators will be better informed about which standards will be assessed. The Assessment Anchors and Eligible Content should be used along with the standards and the Curriculum Framework of the Standards Aligned System (SAS) to build curriculum, design lessons, and support student achievement.

The Assessment Anchors and Eligible Content are designed to enable educators to determine when they feel students are prepared to be successful in the Keystone Exams. An evaluation of current course offerings, through the lens of what is assessed on those particular Keystone Exams, may provide an opportunity for an alignment to ensure student preparedness.



## How are the Assessment Anchors organized?

The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by module, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the Keystone Exams.

Here is a description of each level in the labeling system for the Keystone Exams:

- **Module:** The Assessment Anchors are organized into two thematic modules for each of the Keystone Exams. The module title appears at the top of each page. The module level is important because the Keystone Exams are built using a module format, with each of the Keystone Exams divided into two equal-size test modules. Each module is made up of two or more Assessment Anchors.
- **Assessment Anchor:** The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter that anchor the content of the Keystone Exams. Each Assessment Anchor is part of a module and has one or more Anchor Descriptors unified under it.
- **Anchor Descriptor:** Below each Assessment Anchor is a specific Anchor Descriptor. The Anchor Descriptor level provides further details that delineate the scope of content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under it.
- **Eligible Content:** The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the content that is assessed on the Keystone Exams. This level is considered the assessment limit and helps educators identify the range of the content covered on the Keystone Exams.
- **PA Core Standards:** In the column to the right of each Eligible Content statement is a code representing one or more Pennsylvania Core Standards that correlate to the Eligible Content statement. Some Eligible Content statements include annotations that indicate certain clarifications about the scope of an Eligible Content.
  - “e.g.” (“for example”)—sample approach, but not a limit to the Eligible Content
  - “Note”—content exclusions or definable range of the Eligible Content

## How do the K–12 Pennsylvania Core Standards affect this document?

Assessment Anchor and Eligible Content statements are aligned to the PA Core Standards; thus, the former enhanced standards are no longer necessary. Within this document, all standard references reflect the PA Core Standards.

<b>ASSESSMENT ANCHOR</b>			
<b>L.F.1 Reading for Meaning—Fiction</b>			
<b>Anchor Descriptor</b>	<b>Eligible Content</b>		<b>PA Core Standards</b>
<b>L.F.1.1</b> Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	<b>L.F.1.1.1</b>	Identify and/or analyze the author's intended purpose of a text.	<p><b>CC.1.3.9–10.A</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC. 1.3.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p><b>CC.1.3.9–10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.1.3.9–10.E</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p>
	<b>L.F.1.1.2</b>	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	
	<b>L.F.1.1.3</b>	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	

Anchor Descriptor	Eligible Content	PA Core Standards
<b>L.F.1.2</b> Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	<b>L.F.1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.	<b>CC.1.3.9–10.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.  <b>CC.1.3.9–10.J</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>L.F.1.2.2</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	
	<b>L.F.1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	
	<b>L.F.1.2.4</b> Draw conclusions about connotations of words.	
Anchor Descriptor	Eligible Content	PA Core Standards
<b>L.F.1.3</b> Use appropriate strategies to comprehend literature during the reading process.	<b>L.F.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note:</u> Items may target specific paragraphs.	<b>CC.1.3.9–10.A</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  <b>CC.1.3.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
	<b>L.F.1.3.2</b> Summarize the key details and events of a fictional text, in part or as a whole.	

ASSESSMENT ANCHOR				
L.F.2 Analyzing and Interpreting Literature—Fiction				
Anchor Descriptor		Eligible Content		PA Core Standards
L.F.2.1	Use appropriate strategies to make and support interpretations of literature.	L.F.2.1.1	Make inferences and/or draw conclusions based on analysis of a text.	CC. 1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
		L.F.2.1.2	Cite evidence from a text to support generalizations.	
Anchor Descriptor		Eligible Content		PA Core Standards
L.F.2.2	Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.F.2.2.1	Analyze how literary form relates to and/or influences meaning of a text.	CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
		L.F.2.2.2	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	
		L.F.2.2.3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
		L.F.2.2.4	Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	

Anchor Descriptor	Eligible Content	PA Core Standards
<p><b>L.F.2.3</b> Use appropriate strategies to compare, analyze, and evaluate literary elements.</p>	<p><b>L.F.2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of fiction: <u>Note:</u> Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> </ul> <p><b>L.F.2.3.2</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul> <p><b>L.F.2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of fiction: <u>Note:</u> Plot may also be called action.</p> <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul> <p><b>L.F.2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul> <p><b>L.F.2.3.5</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>tone, style, and/or mood</u> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author's style</li> </ul> <p><b>L.F.2.3.6</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	<p><b>CC.1.3.9–10.A</b> Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.1.3.9–10.C</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>CC.1.3.9–10.D</b> Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p><b>CC.1.3.9–10.E</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p><b>CC.1.3.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p>

<b>Anchor Descriptor</b>	<b>Eligible Content</b>	<b>PA Core Standards</b>
<b>L.F.2.4</b> Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	<b>L.F.2.4.1</b> Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	<b>CC.1.3.9–10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
<b>Anchor Descriptor</b>	<b>Eligible Content</b>	<b>PA Core Standards</b>
<b>L.F.2.5</b> Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	<b>L.F.2.5.1</b> Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	<b>CC.1.3.9–10.E</b> Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.  <b>CC.1.3.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.
	<b>L.F.2.5.2</b> Identify, explain, and analyze the structure of poems and sound devices.	
	<b>L.F.2.5.3</b> Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	

ASSESSMENT ANCHOR			
L.N.1 Reading for Meaning—Nonfiction			
Anchor Descriptor	Eligible Content		PA Core Standards
L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	L.N.1.1.1	Identify and/or analyze the author's intended purpose of a text.	<b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <b>CC.1.2.9–10.E</b> Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. <b>CC.1.2.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.
	L.N.1.1.2	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	
	L.N.1.1.3	Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	
	L.N.1.1.4	Explain how an author's use of key words or phrases in text informs and influences the reader.	

Anchor Descriptor	Eligible Content	PA Core Standards
<p><b>L.N.1.2</b> Use appropriate strategies to determine and clarify meaning of vocabulary in literature.</p>	<p><b>L.N.1.2.1</b> Identify and/or apply a synonym or antonym of a word used in a text.</p> <p><b>L.N.1.2.2</b> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.</p> <p><b>L.N.1.2.3</b> Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.</p> <p><b>L.N.1.2.4</b> Draw conclusions about connotations of words.</p>	<p><b>CC.1.2.9–10.J</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.9–10.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>
Anchor Descriptor	Eligible Content	PA Core Standards
<p><b>L.N.1.3</b> Use appropriate strategies to comprehend literature during the reading process.</p>	<p><b>L.N.1.3.1</b> Identify and/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note:</u> Items may target specific paragraphs.</p> <p><b>L.N.1.3.2</b> Summarize the key details and events of a nonfictional text, in part or as a whole.</p> <p><b>L.N.1.3.3</b> Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p>	<p><b>CC.1.2.9–10.A</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.1.2.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p><b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>



ASSESSMENT ANCHOR			
L.N.2 Analyzing and Interpreting Literature—Nonfiction			
Anchor Descriptor	Eligible Content		PA Core Standards
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	L.N.2.1.1	Make inferences and/or draw conclusions based on analysis of a text.	CC.1.2.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
	L.N.2.1.2	Cite evidence from a text to support generalizations.	
Anchor Descriptor	Eligible Content		PA Core Standards
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	L.N.2.2.1	Analyze how literary form relates to and/or influences meaning of a text.	CC.1.2.9–10.G Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
	L.N.2.2.2	Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	
	L.N.2.2.3	Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	

Anchor Descriptor	Eligible Content	PA Core Standards
<p><b>L.N.2.3</b> Use appropriate strategies to compare, analyze, and evaluate literary elements.</p>	<p><b>L.N.2.3.1</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of nonfiction:  <u>Note:</u> Character may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> <li>the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>the relationship between characters and other components of a text</li> <li>the development of complex characters and their roles and functions within a text</li> </ul>	<p><b>CC.1.2.9–10.A</b>  Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>CC.1.2.9–10.C</b>  Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>CC.1.2.9–10.D</b>  Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p>
	<p><b>L.N.2.3.2</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>	
	<p><b>L.N.2.3.3</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of nonfiction:  <u>Note:</u> Plot may also be called action.</p> <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action</li> </ul>	
	<p><b>L.N.2.3.4</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the theme and other components of a text</li> <li>comparing and contrasting how major themes are developed across genres</li> <li>the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> <li>the way in which a work of literature is related to the themes and issues of its historical period</li> </ul>	
	<p><b>L.N.2.3.5</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>tone, style, and/or mood</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</li> </ul>	
	<p><b>L.N.2.3.6</b> Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the point of view of the narrator as first person or third person point of view</li> <li>the impact of point of view on the meaning of a text as a whole</li> </ul>	

Anchor Descriptor	Eligible Content	PA Core Standards
<b>L.N.2.4</b> Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	<b>L.N.2.4.1</b> Identify, analyze, and evaluate the structure and format of complex informational texts.	<b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  <b>CC.1.2.9–10.E</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
	<b>L.N.2.4.2</b> Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	
	<b>L.N.2.4.3</b> Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	
	<b>L.N.2.4.4</b> Make connections between a text and the content of graphics and charts.	
	<b>L.N.2.4.5</b> Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	
Anchor Descriptor	Eligible Content	PA Core Standards
<b>L.N.2.5</b> Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	<b>L.N.2.5.1</b> Differentiate between fact and opinion.	<b>CC.1.2.9–10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
	<b>L.N.2.5.2</b> Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	
	<b>L.N.2.5.3</b> Distinguish essential from nonessential information.	
	<b>L.N.2.5.4</b> Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	
	<b>L.N.2.5.5</b> Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	
	<b>L.N.2.5.6</b> Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point or construct an argument in nonfictional text.	