

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade	Reporting Category	Descriptor	Eligible Content
3	Literature Text	A-K.1.1	<p>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.</p> <p>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.</p> <p>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.</p>
		A-C.2.1	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.
		A-C.3.1	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).
		A-V.4.1	<p>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.</p> <p style="margin-left: 20px;">a. Use context as a clue to the meaning of a word or phrase.</p> <p style="margin-left: 20px;">b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p style="margin-left: 20px;">c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>A-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="margin-left: 20px;">a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p style="margin-left: 20px;">b. Distinguish shades of meaning among related words (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>
	Informational Text	B-K.1.1	<p>B-K.1.1.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>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.</p>
		B-C.2.1	<p>B-C.2.1.1 Explain the point of view from which a text is written.</p> <p>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.</p>
		B-C.3.1	<p>B-C.3.1.1 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).</p> <p>B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>B-C.3.1.3 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).</p>
		B-V.4.1	<p>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.</p> <p style="margin-left: 20px;">a. Use context as a clue to the meaning of a word or phrase.</p> <p style="margin-left: 20px;">b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p style="margin-left: 20px;">c. Determine the meaning of general academic and domain-specific words and phrases used in a text.</p> <p style="margin-left: 20px;">d. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>B-V.4.1.2 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p style="margin-left: 20px;">a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p style="margin-left: 20px;">b. Distinguish shades of meaning among related words (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>

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

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Grade	Reporting Category	Descriptor	Eligible Content	
3	Writing	C.1.1	C.1.1.1	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.
			C.1.1.2	Provide reasons that support the opinion.
			C.1.1.3	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect an opinion and reasons.
			C.1.1.4	Provide a concluding statement or section.
		C.1.2	C.1.2.1	Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
			C.1.2.2	Develop the topic with facts, definitions, and/or details.
	C.1.3	C.1.3.1	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.
			C.1.3.2	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.
			C.1.3.3	Use temporal words and phrases to signal event order.
			C.1.3.4	Provide a sense of closure.
Language	D.1.1	D.1.1.1	D.1.1.1	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
			D.1.1.2	Form and use regular and irregular plural nouns.
			D.1.1.3	Use abstract nouns (e.g., <i>childhood</i>).
			D.1.1.4	Form and use regular and irregular verbs.
			D.1.1.5	Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).
			D.1.1.6	Ensure subject-verb and pronoun-antecedent agreement.*
			D.1.1.7	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
			D.1.1.8	Use coordinating and subordinating conjunctions.
			D.1.1.9	Produce simple, compound, and complex sentences.
	D.1.2	D.1.2.1	D.1.2.1	Capitalize appropriate words in titles.
D.1.2.2			Use commas in addresses.	
D.2.1	D.2.1.1	D.1.2.3	Use commas and quotation marks in dialogue.	
		D.1.2.4	Form and use possessives.	
		D.1.2.5	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	
		D.1.2.6	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	
		D.2.1.1	Choose words and phrases for effect.*	

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