

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards

Grade	Reporting Category	Descriptor	Eligible Content
6	Literature Text	A-K.1.1	<p>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.</p> <p>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.</p> <p>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.</p>
		A-C.2.1	<p>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.</p> <p>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.</p> <p>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.</p>
		A-C.3.1	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.
		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 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>
	Informational Text	B-K.1.1	<p>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.</p> <p>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.</p> <p>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).</p>
		B-C.2.1	<p>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.</p> <p>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.</p> <p>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.</p>
		B-C.3.1	<p>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).</p> <p>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).</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 6 reading and content, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i>, <i>auditory</i>, <i>audible</i>).</p> <p>c. Determine the meaning of technical words and phrases used in a text.</p> <p>B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language (simile, metaphor, personification, and hyperbole) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>).</p>

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Grade	Reporting Category	Descriptor	Eligible Content
6	Writing	C.1.1	C.1.1.1 Introduce claim(s) for the intended audience and support the writer's purpose by organizing the reasons and evidence.
			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.
			C.1.1.3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
			C.1.1.4 Establish and maintain a formal style.
			C.1.1.5 Provide a concluding section that reinforces the claims and reasons presented.
		C.1.2	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.
			C.1.2.2 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
			C.1.2.3 Use appropriate transitions to clarify the relationships among ideas and concepts.
			C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
	C.1.2.5 Establish and maintain a formal style.		
	C.1.2.6 Provide a concluding section that follows from the information or explanation presented.		
	C.1.3	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.	
C.1.3.2 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.			
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.			
C.1.3.4 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.			
C.1.3.5 Provide a conclusion that follows from the narrated experiences or events.			
Language	D.1.1	D.1.1.1 Ensure that pronouns are in the proper case (i.e., subjective, objective, and possessive).	
		D.1.1.2 Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).	
		D.1.1.3 Recognize and correct inappropriate shifts in pronoun number and person.*	
		D.1.1.4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	
		D.1.1.5 Recognize and correct inappropriate shifts in verb tense.*	
		D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*	
		D.1.1.7 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>).*	
		D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*	
	D.1.2	D.1.2.1 Use punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	
		D.1.2.2 Spell correctly.	
		D.1.2.3 Use punctuation to separate items in a series.*	
	D.2.1	D.2.1.1 Vary sentence patterns for meaning, reader/listener interest, and style.*	
		D.2.1.2 Maintain consistency in style and tone.*	
		D.2.1.3 Choose words and phrases to convey ideas precisely.*	
		D.2.1.4 Choose punctuation for effect.*	
D.2.1.5 Choose words and phrases for effect.*			
Text-Dependent Analysis	E.1.1	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.	
		E.1.1.2 Develop the analysis using relevant evidence from text(s) to support claims, opinions, ideas, and inferences and demonstrating an understanding of the text(s).	
		E.1.1.3 Use appropriate transitions to clarify the relationships among ideas and concepts.	
		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.	
		E.1.1.5 Establish and maintain a formal style.	
		E.1.1.6 Provide a concluding section that follows from the analysis presented.	

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