

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

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 six 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
- D = Conventions of Standard English

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.

Revised Assessment Anchor Reporting Categories

Reporting Category C=Writing: Assessment Anchors E03.C.1 (Text Types and Purposes) has shifted from the statewide accountability test to the local level. English Language Arts Standard 1.4 Writing continues to be assessed by the ELA PSSA test in reporting category D=Conventions of Standard English.

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 for Reporting Categories A and B

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)
A: 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		
B: 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	

Reporting Information for Reporting Category D

Reporting Categories	Descriptors		
	Grammar and Usage	Capitalization, Punctuation, and Spelling	Conventions
D: Conventions of Standard English (Writing)	D.1.1.1	D.1.2.1	D.2.1.1.1
	D.1.1.2	D.1.2.2	
	D.1.1.3	D.1.2.3	
	D.1.1.4	D.1.2.4	
	D.1.1.5	D.1.2.5	
	D.1.1.6	D.1.2.6	
	D.1.1.7		
	D.1.1.8		
	D.1.1.9		

E03.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E03.A-K.1 Key Ideas and Details

DESCRIPTOR		ELIGIBLE CONTENT	
E03.A-K.1.1	Demonstrate understanding of key ideas and details in literature.	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		ELIGIBLE CONTENT	
E03.B-K.1.1	Demonstrate understanding of key ideas and details in informational texts.	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

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

E03.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).

E03.B-C.3.1.2 Compare and contrast the most important points and key details presented in two texts on the same topic.

E03.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).

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.D Conventions of Standard English

Reporting Category

ASSESSMENT ANCHOR

E03.D.1 Conventions of Standard English

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

Reporting Category

ASSESSMENT ANCHOR

E03.D.1 Conventions of Standard English

DESCRIPTOR		ELIGIBLE CONTENT	
E03.D.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E03.D.1.2.1	Capitalize appropriate words in titles.
		E03.D.1.2.2	Use commas in addresses.
		E03.D.1.2.3	Use commas and quotation marks in dialogue.
		E03.D.1.2.4	Form and use possessives.
		E03.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>).
		E03.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.

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 Conventions of Standard English**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.