English Language Arts

Assessment Anchors and Eligible Content

Aligned to the Pennsylvania Core Standards

Grade 4





Pennsylvania Department of Education

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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 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
- D = Conventions of Standard English
- E = Text-Dependent Analysis

Revised Assessment Anchor Reporting Categories

Reporting Category C=Writing: Assessment Anchors E04.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 categories D=Conventions of Standard English and 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.

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 (Key Ideas)	Craft and Structure/Integration of Knowledge and Ideas (CSI)	Vocabulary Acquisition and Use (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 Categories D and E

Reporting Categories	Descriptors		
D: Conventions of Standard English (Writing)	Grammar and Usage	Capitalization, Punctuation, and Spelling	Conventions
	D.1.1.1	D.1.2.1	D.2.1.1.1
	D.1.1.2	D.1.2.2	D.2.1.1.2
	D.1.1.3	D.1.2.3	D.2.1.1.3
	D.1.1.4	D.1.2.4	
	D.1.1.5		
	D.1.1.6		
	D.1.1.7		
	D.1.1.8		
E: Text Dependent Analysis (Reading/Writing)	Analysis, Reflection, and Research		
	E.1.1.1		
	E.1.1.2		
	E.1.1.3		
	E.1.1.4		
	E.1.1.5		

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		**ELIGIBLE CONTENT**
E04.A-C.2.1	Demonstrate understanding of craft and structure in literature.	**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.

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**
E04.B-C.3.1	Demonstrate understanding of connections within, between, and/or among informational texts.	**E04.B-C.3.1.1**	Explain how an author uses reasons and evidence to support particular points in a text.
		E04.B-C.3.1.2	Integrate information from two texts on the same topic in order to demonstrate subject knowledge.
		E04.B-C.3.1.3	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.D Conventions of Standard English — Reporting Category

ASSESSMENT ANCHOR

E04.D.1 Conventions of Standard English

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

ASSESSMENT ANCHOR

E04.D.1 Conventions of Standard English

DESCRIPTOR		ELIGIBLE CONTENT	
E04.D.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	**E04.D.1.2.1**	Use correct capitalization.
		E04.D.1.2.2	Use commas and quotation marks to mark direct speech and quotations from a text.
		E04.D.1.2.3	Use a comma before a coordinating conjunction in a compound sentence.
		E04.D.1.2.4	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 Conventions of Standard English

Reporting Category

ASSESSMENT ANCHOR

E04.D.2 Knowledge of Language

DESCRIPTOR		ELIGIBLE CONTENT	
E04.D.2.1	Use knowledge of language and its conventions.	**E04.D.2.1.1**	Choose words and phrases to convey ideas precisely.*
		E04.D.2.1.2	Choose punctuation for effect.*
		E04.D.2.1.3	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	
E04.E.1.1	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	**E04.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 related ideas are logically grouped to support the writer's purpose.
		E04.E.1.1.2	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
		E04.E.1.1.3	Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
		E04.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.
		E04.E.1.1.5	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.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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.
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.S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.