

# English Language Arts

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



Grade

6



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

**Revised Assessment Anchor Reporting Categories**

Reporting Category C=Writing: Assessment Anchors E06.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.

**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.2.1.2	A-V.4.1.2
	A-K.1.1.3	A-C.2.1.3	
		A-C.3.1.1	
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.2.1.3	
		B-C.3.1.1	
		B-C.3.1.2	

**Reporting Information for Reporting Categories D and E**

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.2.1.1.2
	D.1.1.3	D.1.2.3	D.2.1.1.3
	D.1.1.4		D.2.1.1.4
	D.1.1.5		D.2.1.1.5
	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		
	E.1.1.6		

**E06.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E06.A-K.1 Key Ideas and Details**

<b>DESCRIPTOR</b>		<b>ELIGIBLE CONTENT</b>	
<b>E06.A-K.1.1</b>	Demonstrate understanding of key ideas and details in literature.	<b>E06.A-K.1.1.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
		<b>E06.A-K.1.1.2</b>	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.
		<b>E06.A-K.1.1.3</b>	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****E06.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.**ELIGIBLE CONTENT****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**

<b>DESCRIPTOR</b>		<b>ELIGIBLE CONTENT</b>	
<b>E06.B-K.1.1</b>	Demonstrate understanding of key ideas and details in informational texts.	<b>E06.B-K.1.1.1</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
		<b>E06.B-K.1.1.2</b>	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.
		<b>E06.B-K.1.1.3</b>	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.D Conventions of Standard English**

**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 Conventions of Standard English**

**Reporting Category**

**ASSESSMENT ANCHOR**

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

<b>DESCRIPTOR</b>		<b>ELIGIBLE CONTENT</b>	
<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 Conventions of Standard English**

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

**E06.E Text-Dependent Analysis****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.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- 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.