

## English Language Arts

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

Grade	Reporting Category	Descriptor	Eligible Content			
5	Literature Text	A-K.1.1	A-K.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.		
			A-K.1.1.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		
			A-K.1.1.3	Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).		
		A-C.2.1	A-C.2.1.1	Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose and explain how it is conveyed in the text.		
		A-C.3.1	A-C.3.1.1	Compare and contrast stories in the same genre on their approaches to similar themes and topics.		
		A-V.4.1	A-V.4.1.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons 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., <i>photograph</i> , <i>photosynthesis</i> ).		
			A-V.4.1.2	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
		5	Informational Text	B-K.1.1	B-K.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
					B-K.1.1.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
					B-K.1.1.3	Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.
B-C.2.1	B-C.2.1.1			Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.		
	B-C.2.1.2			Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.		
B-C.3.1	B-C.3.1.1			Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
	B-C.3.1.2			Integrate information from several texts on the same topic in order to demonstrate subject knowledge.		
	B-C.3.1.3			Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.		
B-V.4.1	B-V.4.1.1			Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons 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., <i>photograph</i> , <i>photosynthesis</i> ). c. Determine the meaning of general academic and domain-specific words and phrases used in a text.		
	B-V.4.1.2			Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		

**Note:** “Stories” means narration of events told through the text types of stories, dramas, or poems.

## English Language Arts

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

Grade	Reporting Category	Descriptor	Eligible Content
5	Conventions of Standard English	D.1.1	D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
			D.1.1.2 Form and use the perfect verb tenses (e.g., <i>I had walked</i> ; <i>I have walked</i> ; <i>I will have walked</i> ).
			D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.
			D.1.1.4 Recognize and correct inappropriate shifts in verb tense.*
			D.1.1.5 Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i> ).
			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, too, two</i> ; <i>there, their, they're</i> ).*
			D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.*
		D.1.2	D.1.2.1 Use punctuation to separate items in a series.*
			D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.
D.1.2.3 Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).			
D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.			
D.1.2.5 Spell grade-appropriate words correctly.			
D.2.1	D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		
	D.2.1.2 Choose words and phrases to convey ideas precisely.*		
	D.2.1.3 Choose punctuation for effect.*		
	D.2.1.4 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 a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	
		E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i> ).	
		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 related to the analysis presented.	

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