

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade

3



Pennsylvania Department of Education
www.pdesas.org www.education.state.pa.us

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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 seven 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
- C = Writing
- D = Language

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 in Reading

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)
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		
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	

E03.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E03.A-K.1

Key Ideas and Details

DESCRIPTOR

E03.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

ELIGIBLE CONTENT

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

E03.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

ELIGIBLE CONTENT

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.C Writing

Reporting Category

ASSESSMENT ANCHOR

E03.C.1 Text Types and Purposes

DESCRIPTOR

ELIGIBLE CONTENT

E03.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

E03.C.1.1.1 Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.

E03.C.1.1.2 Provide reasons that support the opinion.

E03.C.1.1.3 Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect an opinion and reasons.

E03.C.1.1.4 Provide a concluding statement or section.

Reference:

CC.1.4.3.H Introduce the topic and state an opinion on the topic.

CC.1.4.3.I Support an opinion with reasons.

CC.1.4.3.J Create an organizational structure that includes reasons linked in a logical order with a concluding statement or section.

E03.C Writing

Reporting Category

ASSESSMENT ANCHOR

E03.C.1 Text Types and Purposes

DESCRIPTOR

E03.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

ELIGIBLE CONTENT

- E03.C.1.2.1** Introduce a topic for the intended audience, and group related information together to support the writer's purpose.
- E03.C.1.2.2** Develop the topic with facts, definitions, and/or details.
- E03.C.1.2.3** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- E03.C.1.2.4** Provide a concluding statement or section.

Reference:

CC.1.4.3.B Identify and introduce the topic.

CC.1.4.3.C Develop the topic with facts, definitions, details, and illustrations, as appropriate.

CC.1.4.3.D Create an organizational structure that includes information grouped and connected logically with a concluding statement or section.

E03.C Writing

Reporting Category

ASSESSMENT ANCHOR

E03.C.1 Text Types and Purposes

DESCRIPTOR

ELIGIBLE CONTENT

E03.C.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

E03.C.1.3.1 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.

E03.C.1.3.2 Use descriptions of actions, thoughts, feelings, and other narrative techniques, such as dialogue, to develop experiences and events or to show the response of characters to situations.

E03.C.1.3.3 Use temporal words and phrases to signal event order.

E03.C.1.3.4 Provide a sense of closure.

Reference:

CC.1.4.3.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.3.O Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.1.4.3.P Organize an event sequence that unfolds naturally, using temporal words and phrases to signal event order; provide a sense of closure.

E03.D Language

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 Language

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</i> , <i>smiled</i> , <i>cries</i> , <i>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 Language

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.