

English Language Arts

Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade

5



Pennsylvania Department of Education

www.pdesas.org

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April 2014

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 eight Reporting Categories. The Reporting Categories for Grade 5 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
- 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 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	

E05.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E05.A-K.1

Key Ideas and Details

DESCRIPTOR

ELIGIBLE CONTENT

E05.A-K.1.1

Demonstrate understanding of key ideas and details in literature.

E05.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.

E05.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.

E05.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).

Reference:

- CC.1.3.5.A Determine a theme of a text 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.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

E05.A Literature Text**Reporting Category****ASSESSMENT ANCHOR**

E05.A-C.2

Craft and Structure

DESCRIPTOR**ELIGIBLE CONTENT****E05.A-C.2.1**

Demonstrate understanding of craft and structure in literature.

E05.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.

Reference:

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E05.A-C.3 Integration of Knowledge and Ideas

DESCRIPTOR

ELIGIBLE CONTENT

E05.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

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

Reference:

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

E05.A Literature Text

Reporting Category

ASSESSMENT ANCHOR

E05.A-V.4 Vocabulary Acquisition and Use

DESCRIPTOR

ELIGIBLE CONTENT

E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E05.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., *photograph*, *photosynthesis*).

E05.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.

Reference:

CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.3.5.I 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 and tools.

CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

E05.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E05.B-K.1 Key Ideas and Details

DESCRIPTOR

ELIGIBLE CONTENT

E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E05.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.

E05.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.

E05.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.

Reference:

CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

E05.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E05.B-C.2 Craft and Structure

DESCRIPTOR

ELIGIBLE CONTENT

E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E05.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.

E05.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.

Reference:

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

E05.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E05.B-C.3 Integration of Knowledge and Ideas

DESCRIPTOR

ELIGIBLE CONTENT

E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E05.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).

E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

E05.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.

Reference:

CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

E05.B Informational Text

Reporting Category

ASSESSMENT ANCHOR

E05.B-V.4 Vocabulary Acquisition and Use

DESCRIPTOR

ELIGIBLE CONTENT

E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E05.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., *photograph*, *photosynthesis*).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

E05.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.

Reference:

- CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
- CC.1.2.5.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.

E05.C Writing

Reporting Category

ASSESSMENT ANCHOR

E05.C.1 Text Types and Purposes

DESCRIPTOR		ELIGIBLE CONTENT	
E05.C.1.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	E05.C.1.1.1	Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
		E05.C.1.1.2	Provide logically ordered reasons that are supported by facts and details.
		E05.C.1.1.3	Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).
		E05.C.1.1.4	Establish and maintain a formal style.
		E05.C.1.1.5	Provide a concluding section related to the opinion presented.

Reference:

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.C Writing

Reporting Category

ASSESSMENT ANCHOR

E05.C.1 Text Types and Purposes

DESCRIPTOR		ELIGIBLE CONTENT	
E05.C.1.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	E05.C.1.2.1	Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer’s purpose.
		E05.C.1.2.2	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
		E05.C.1.2.3	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).
		E05.C.1.2.4	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		E05.C.1.2.5	Establish and maintain a formal style.
		E05.C.1.2.6	Provide a concluding section related to the information or explanation presented.

Reference:

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.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.1.4.5.D Group related information logically, linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

E05.C Writing

Reporting Category

ASSESSMENT ANCHOR

E05.C.1 Text Types and Purposes

DESCRIPTOR		ELIGIBLE CONTENT	
E05.C.1.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	E05.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.
		E05.C.1.3.2	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
		E05.C.1.3.3	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
		E05.C.1.3.4	Use concrete words and phrases and sensory details to convey experiences and events precisely.
		E05.C.1.3.5	Provide a conclusion that follows from the narrated experiences or events.

Reference:

- CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
- CC.1.4.5.O Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
- CC.1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- CC.1.4.5.Q Write with an awareness of style.
 - Use sentences of varying length.
 - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D Language

Reporting Category

ASSESSMENT ANCHOR

E05.D.1 Conventions of Standard English

DESCRIPTOR		ELIGIBLE CONTENT	
E05.D.1.1	Demonstrate command of the conventions of standard English grammar and usage.	E05.D.1.1.1	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
		E05.D.1.1.2	Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i>).
		E05.D.1.1.3	Use verb tense to convey various times, sequences, states, and conditions.
		E05.D.1.1.4	Recognize and correct inappropriate shifts in verb tense.*
		E05.D.1.1.5	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
		E05.D.1.1.6	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
		E05.D.1.1.7	Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i>).*
		E05.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.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E05.D Language

Reporting Category

ASSESSMENT ANCHOR

E05.D.1 Conventions of Standard English

DESCRIPTOR		ELIGIBLE CONTENT	
E05.D.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	E05.D.1.2.1	Use punctuation to separate items in a series.*
		E05.D.1.2.2	Use a comma to separate an introductory element from the rest of the sentence.
		E05.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>).
		E05.D.1.2.4	Use underlining, quotation marks, or italics to indicate titles of works.
		E05.D.1.2.5	Spell grade-appropriate words correctly.

Reference:

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

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

E05.D Language

Reporting Category

ASSESSMENT ANCHOR

E05.D.2 Knowledge of Language

DESCRIPTOR

ELIGIBLE CONTENT

E05.D.2.1 Use knowledge of language and its conventions.

E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.D.2.1.2 Choose words and phrases to convey ideas precisely.*

E05.D.2.1.3 Choose punctuation for effect.*

E05.D.2.1.4 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.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

E05.E Text-Dependent Analysis

Reporting Category

ASSESSMENT ANCHOR

E05.E.1 Evidence-Based Analysis of Text

DESCRIPTOR

ELIGIBLE CONTENT

E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

E05.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.

E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.

E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

E05.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.

E05.E.1.1.5 Establish and maintain a formal style.

E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Reference:

Eligible Content includes skills and understandings assessed in previous grades.

CC.1.4.5.B Identify and introduce the topic clearly.

CC.1.4.5.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.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.H Introduce the topic and state an opinion on the topic.

CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.