

Reading Grade 4 Assessment Anchors and Eligible Content



Pennsylvania Department of Education

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ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.1.1** Identify and interpret the meaning of vocabulary.**R4.A.1.1.1** Identify and/or interpret meaning of multiple-meaning words used in text.**R4.A.1.1.2** Identify and/or interpret a synonym or antonym of a word used in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.C Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R4.A.1.2 Identify and apply word recognition skills.

R4.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix but not both.

R4.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.B Use knowledge of phonics (e.g., syllabication, root words, compound words, contractions, possessives, **inflectional** endings, prefixes, suffixes), the dictionary, or context clues to decode and understand new words during reading.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R4.A.1.3 Make inferences and draw conclusions based on text.

R4.A.1.3.1 Make inferences and/or draw conclusions based on information from text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.4.D** Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.
- 1.2.4.A** Analyze text organization and content to determine the author's purpose.
- 1.2.4.D** Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.
- 1.3.4.A** Read, understand, and respond to works from various **genres** of literature.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R4.A.1.4 Identify and explain the main ideas and relevant details.

R4.A.1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.1.5** Summarize a fictional text as a whole.**R4.A.1.5.1** Summarize the key details and events of a fictional text as a whole.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4A.1.6** Identify genre of text.**R4A.1.6.1** Identify the author's intended purpose of text.Note: narrative and poetic text

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

Every multiple-choice stem on the test will be followed by four options.

Reference:**1.1.4.A** Identify the author's purpose and type, using grade level text.**1.3.4.B** Identify the characteristics of different **genres** such as poetry, drama, and fiction.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R4.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.

R4.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text.

R4.A.2.1.2 Identify and/or interpret the meaning of content-specific words used in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.C Use meaning and knowledge of words (e.g., multiple meaning words, word origins, root words, synonyms, antonyms, homophones) across content areas to increase reading vocabulary.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R4.A.2.2 Identify and apply word recognition skills.

R4.A.2.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

Note: Affixes will be limited to prefixes: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both.

R4.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.B Use knowledge of phonics (e.g., syllabication, root words, compound words, contractions, possessives, inflectional endings, prefixes, suffixes), the dictionary, or context clues to decode and understand new words during reading.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R4.A.2.3 Make inferences and draw conclusions based on text.

R4.A.2.3.1 Make inferences and/or draw conclusions based on information from text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.

1.2.4.E Read, understand, and respond to essential content of text in all academic areas.

1.3.4.A Read, understand, and respond to works from various **genres** of literature.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.2.4** Identify and explain main ideas and relevant details.**R4.A.2.4.1** Identify and/or explain stated or implied main ideas and relevant supporting details from the text.

Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.4.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.2.5** Summarize a nonfictional text as a whole.**R4.A.2.5.1** Summarize the major points, processes and/or events of a nonfictional text as a whole.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test is followed by four options.

Reference:

1.1.4.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text, and non-linguistic representations.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.2.6** Identify the genre of text.**R4.A.2.6.1** Identify the author's intended purpose of text.

Note: informational, biographical, and instructional (practical/how-to/advertisement) text

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

Every multiple-choice stem on the test is followed by four options.

Reference:

1.1.4.A Identify the author's purpose and type, using grade level text.

ASSESSMENT ANCHOR

R4.B.1 Understand components within and between texts.

ELIGIBLE CONTENT

R4B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.

R4.B.1.1.1 Identify, explain, interpret, compare, and/or describe components of fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography):

Identify, explain, interpret, compare, and/or describe character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text.

Identify, explain, interpret, compare, and/or describe the relationship between characters and other components of text.

Setting:

Identify, explain, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, explain, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

Note: Items may use the terms *event* or *solution*. Items will not use the word *plot*. Items will ask what happened first, next, last, etc.

Theme:

Identify, explain, compare, and/or describe the message or lesson of fiction or literary nonfiction.

Identify, explain, compare and/or describe the relationship between the message or lesson and other components of text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.3.4.C Explain the **literary elements** in selected readings including characters, setting, plot, **theme**, and **point of view**.

ASSESSMENT ANCHOR**R4.B.1 Understand components within and between texts.****ELIGIBLE CONTENT****R4B.1.2** Make connections between texts.**R4.B.1.2.1** Identify, explain, interpret, compare, and/or describe connections between texts.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.4.D Make inferences across texts about similar concepts when studying a topic (e.g., science, social studies); draw conclusions, citing evidence from the texts to support answers.

ASSESSMENT ANCHOR**R4.B.2 Understand literary devices in fictional and nonfictional text.****ELIGIBLE CONTENT**

R4.B.2.1 Identify and interpret figurative language in fiction and nonfiction.

R4.B.2.1.1 Identify, explain, and/or interpret examples of personification in text.

R4.B.2.1.2 Identify, explain, and/or interpret examples of similes in text.

R4.B.2.1.3 Identify, explain, and/or interpret examples of alliteration in text when its use is presumed intentional.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.3.4.D Identify **literary devices** in selected readings (e.g., **personification, simile, alliteration, metaphor**).

ASSESSMENT ANCHOR**R4.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R4.B.3.1 Differentiate fact from opinion in nonfictional text.

R4.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.

Note: In grade 4 items focusing on opinion are generally worded “Which of these is an opinion?”

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.4.B Differentiate fact from opinion across texts.

1.2.4.C Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration (**bias**) where present.

ASSESSMENT ANCHOR**R4.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R4.B.3.2 Distinguish between essential and nonessential information within text.

R4.B.3.2.1 Identify, explain, and/or interpret exaggeration (bias) where present in nonfictional text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.4.C Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration (**bias**) where present.

ASSESSMENT ANCHOR**R4.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

<p>R4.B.3.3 Identify, compare, explain, and interpret how text organization clarifies meaning of nonfictional text.</p>	<p>R4.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.</p> <p>R4.B.3.3.2 Use headings to locate information in a passage, or identify content that would best fit in a specific section of text.</p> <p>R4.B.3.3.3 Interpret graphics and charts and/or make connections between text and the content of graphics and charts.</p> <p>R4.B.3.3.4 Identify, explain, compare, and/or interpret the sequence of steps in a list of directions.</p>
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Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.4.A Analyze text organization and content to determine the author's purpose.