

Reading Grade 6 Assessment Anchors and Eligible Content



Pennsylvania Department of Education

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ASSESSMENT ANCHOR

R6.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENT

R6.A.1.1 Identify and apply the meaning of vocabulary.

R6.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.

R6.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in 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.

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:

1.1.6.C Use meaning and **knowledge** of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.

ASSESSMENT ANCHOR**R6.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.1.2** Identify and apply word recognition skills.**R6.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: pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.

R6.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 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.](#)

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:

1.1.6.B Use word analysis skills (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.

ASSESSMENT ANCHOR**R6.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.1.3** Make inferences, draw conclusions, and make generalizations based on text.**R6.A.1.3.1** Make inferences and/or draw conclusions based on information from text.**R6.A.1.3.2** Cite evidence from text to support generalizations.

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:

- 1.1.6.D** Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
- 1.2.6.A** Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.
- 1.2.6.D** Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.
- 1.3.6.A** Read, understand, and respond to works from various **genres** of literature.

ASSESSMENT ANCHOR**R6.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.1.4** Identify and explain main ideas and relevant details.**R6.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 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:

1.1.6.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.

ASSESSMENT ANCHOR**R6.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.1.5** Summarize a fictional text as a whole.**R6.A.1.5.1** Summarize the key details and events of a fictional text as a whole.

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:

1.1.6.D Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.

ASSESSMENT ANCHOR**R6.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.1.6** Identify and describe genre of text.**R6.A.1.6.1** Identify the author's intended purpose of text.**R6.A.1.6.2** Identify, explain, and/or describe examples of text that support the author's intended purpose.Note: narrative and poetic 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:

1.3.6.B Identify and analyze the characteristics of poetry, drama, and fiction and explain the appropriateness of literary forms chosen by an author for a specific purpose.

ASSESSMENT ANCHOR**R6.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R6.A.2.1 Identify and apply the meaning of vocabulary in nonfiction.

R6.A.2.1.1 Identify and apply meaning of multiple-meaning words used in text.

R6.A.2.1.2 Identify and apply meaning of content-specific words used in 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:

1.1.6.C Use meaning and knowledge of words (e.g., root words, literal meanings, idioms, common foreign words) across content areas to expand reading vocabulary.

ASSESSMENT ANCHOR

R6.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R6.A.2.2 Identify and apply word recognition skills.

R6.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify and apply the meaning of a word from the text with an affix.

Note: Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en.

R6.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 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.](#)

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:

1.1.6.B Use word analysis **skills** (e.g., syllabication, root words, affixes), the glossary/thesaurus, and context clues to decode and understand new words in content areas during reading.

ASSESSMENT ANCHOR**R6.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.2.3** Make inferences, draw conclusions, and make generalizations based on text.**R6.A.2.3.1** Make inferences and/or draw conclusions based on information from text.**R6.A.2.3.2** Cite evidence from text to support generalizations.

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:

- 1.1.6.D** Demonstrate comprehension / understanding before reading, during reading, and after reading on grade level texts through **strategies** such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.
- 1.2.6.E** Read, understand, and respond to essential content of text and documents in all academic areas.
- 1.3.6.A** Read, understand, and respond to works from various **genres** of literature.

ASSESSMENT ANCHOR

R6.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R6.A.2.4 Identify and explain main ideas and relevant details.

R6.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs.

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:

1.1.6.D Demonstrate **comprehension** / understanding before reading, during reading, and after reading on grade level texts through strategies such as summarizing, note taking, extending ideas from text, comparing and contrasting texts, determining fact from opinion, and supporting assertions about text with evidence from text.

ASSESSMENT ANCHOR**R6.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.2.5** Summarize nonfictional text as a whole.**R6.A.2.5.1** Summarize the major points, processes, and/or events of a nonfictional text as a whole.

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:

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

ASSESSMENT ANCHOR**R6.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R6.A.2.6** Identify and describe genre of text.**R6.A.2.6.1** Identify the author's intended purpose of text.**R6.A.2.6.2** Identify, explain, and/or describe examples of text that support the author's intended purpose.

Note: informational, persuasive, biographical, instructional (practical/how-to/advertisement) and editorial/essay 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:

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

ASSESSMENT ANCHOR

R6.B.1 Understand components within and between texts.

R6.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.

ELIGIBLE CONTENT

R6.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction.

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

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

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

Setting:

Identify, explain, interpret, compare, and/or describe the setting of fiction or literary nonfiction.

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

Plot (may also be called action):

Identify, explain, interpret, compare, describe, and/or analyze elements of the plot (conflict, rising action, climax and/or resolution).

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

Theme:

Identify, explain, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction.

Identify, explain, interpret, compare, describe, and/or analyze the relationship between the theme 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:

1.3.6.C Compare the **literary elements** within and among texts used by an author, including **characterization**, setting, plot, **theme**, and **point of view**.

ASSESSMENT ANCHOR**R6.B.1 Understand components within and between texts.****ELIGIBLE CONTENT****R6.B.1.2** Make connections between texts.**R6.B.1.2.1** Identify, explain, interpret, compare, describe, and/or analyze 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:

1.2.6.D Draw inferences and conclusions based on a variety of information sources, citing evidence from texts to support generalizations.

ASSESSMENT ANCHOR**R6.B.2 Understand literary devices in fictional and nonfictional text.****ELIGIBLE CONTENT****R6.B.2.1** Identify, interpret, and describe figurative language in fiction and nonfiction.**R6.B.2.1.1** Identify, explain, interpret, and/or describe examples of personification in text.**R6.B.2.1.2** Identify, explain, interpret, and/or describe examples of similes in text.**R6.B.2.1.3** Identify, explain, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.**R6.B.2.1.4** Identify, explain, interpret, and/or describe examples of metaphors in 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:

1.3.6.D Interpret the effect of various **literary devices** (e.g., **personification, simile, alliteration, symbolism, metaphor, and imagery**).

ASSESSMENT ANCHOR**R6.B.2 Understand literary devices in fictional and nonfictional text.****ELIGIBLE CONTENT****R6.B.2.2** Identify, interpret, and describe the point of view of the narrator in fictional and nonfictional text.**R6.B.2.2.1** Identify, explain, and/or describe the point of view of the narrator as first person or third person point of view.**R6.B.2.2.2** Explain, interpret, and/or describe the effectiveness of the point of view used by the author.

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:

1.3.6.C Compare the **literary elements** within and among texts used by an author, including **characterization**, setting, plot, **theme**, and **point of view**.

ASSESSMENT ANCHOR**R6.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT****R6.B.3.1** Differentiate fact from opinion in nonfictional text.**R6.B.3.1.1** Identify, explain, and/or interpret statements of fact and opinion in nonfictional 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:

- 1.2.6.B** Differentiate fact from opinion utilizing resources that go beyond traditional texts (e.g., newspapers, periodicals, and electronic media).
- 1.2.6.C** Distinguish between essential and nonessential information across a variety of texts; identify **bias** and persuasive techniques where present.

ASSESSMENT ANCHOR**R6.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R6.B.3.2 Distinguish between essential and nonessential information within or between texts.

R6.B.3.2.1 Identify exaggeration (bias) in nonfictional text.

R6.B.3.2.2 Identify, explain, and/or interpret how the author uses exaggeration (bias) in nonfictional 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:

1.2.6.C Distinguish between essential and nonessential information across a variety of texts; identify **bias** and persuasive techniques where present.

ASSESSMENT ANCHOR**R6.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R6.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

R6.B.3.3.1 Identify, explain, and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

R6.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.

R6.B.3.3.3 Interpret graphics and charts and/or make connections between text and content of graphics and charts.

R6.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

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:

1.2.6.A Evaluate text organization and content to determine the author's purpose, **point of view**, and effectiveness.