Reading Grade 6

Assessment Anchors

and Eligible Content

Pennsylvania Department of Education

[**www.pde.state.pa.us**](http://www.pde.state.pa.us)

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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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**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:****CC.6.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**CC.6.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CC.6.L.5.c** Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**CC.6.L.6** Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**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:****CC.6.R.L.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**CC.6.R.I.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**CC.6.L.4.a** Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**CC.6.L.4.b** Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**CC.6.L.5.b** Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.L.1** Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.6.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**CC.6.R.L.3** Key Ideas and Details: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**CC.6.R.L.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.L.1** Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.6.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**CC.6.R.L.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.L.9** Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.** **Reference:****CC.6.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**CC.6.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CC.6.L.5.c** Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).**CC.6.R.I.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**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:****CC.6.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**CC.6.L.4.a** Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.**CC.6.L.4.b** Vocabulary Acquisition and Use: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).**CC.6.L.5.b** Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.**CC.6.R.I.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.1** Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.6.R.I.3** Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**CC.6.R.I.8** Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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. |
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| 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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.2** Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**CC.6.R.I.3** Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**CC.6.R.I.9** Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|) **Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.2** Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**CC.6.R.I.3** Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| ASSESSMENT ANCHOR**R6.B.1 Understand components within and between texts.** |
|  | ELIGIBLE CONTENT |
| **R6.B.1.1** Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction. | **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.**CC.6.R.L.3** Key Ideas and Details: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.**CC.6.R.L.5** Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.**CC.6.R.L.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.6.R.I.3** Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).**CC.6.R.I.5** Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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| 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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.9** Integration of Knowledge and Ideas: Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.6.R.L.7** Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.**CC.6.R.L.9** Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.**CC.6.R.L.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CC.6.L.5.a** Vocabulary Acquisition and Use: Interpret figures of speech (e.g., personification) in context.**CC.6.R.L.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.**CC.6.R.L.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.**CC.6.R.I.4** Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.L.6** Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.**CC.6.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. |

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| 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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|) **Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.8** Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|) **Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |

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| **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.](http://www.pde.state.pa.us/a_and_t/cwp/view.asp?a=108&Q=73314&a_and_tNav=|680|&a_and_tNav=|)**Every multiple-choice stem on the test will be followed by four options.****Reference:****CC.6.R.I.5** Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.**CC.6.R.I.7** Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.**CC.6.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. |