Reading Grade 7

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** **R.7A.1 Understand fiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.1.1** Identify and apply the meaning of vocabulary. | **R7.A.1.1.1** Identify and/or apply meaning of multiple-meaning words used in text.**R7.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.7.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**CC.7.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**CC.7.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.7.L.5.b** Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**CC.7.L.5.c** Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

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| ASSESSMENT ANCHOR**R7.A.1 Understand fiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.1.2** Identify and apply word recognition skills. | **R7.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. **R7.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.7.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**CC.7.L.3** Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.**CC.7.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**CC.7.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.7.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., belligerent, bellicose, rebel). |

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| **ASSESSMENT ANCHOR****R7.A.1 Understand fiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.1.3** Make inferences, draw conclusions, and make generalizations based on text. | **R7.A.1.3.1**  Make inferences and/or draw conclusions based on information from the text.**R7.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.7.R.L.1** Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.7.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**CC.7.R.L.3** Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). |

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| **ASSESSMENT ANCHOR****R7.A.1 Understand fiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.1.4** Identify and explain main ideas and relevant details. | **R7.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.****CC.7.R.L.1** Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.7.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**CC.7.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****R7.A.1 Understand fiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.1.5** Summarize a fictional text as a whole. | **R7.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.7.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |

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| ASSESSMENT ANCHOR**R7.A.1 Understand fiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.1.6**  Identify, describe, and analyze genre of text. | **R7.A.1.6.1** Identify and/or describe the author’s intended purpose of text.**R7.A.1.6.2** Explain, describe, and/or analyze 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.7.R.L.5** Craft and Structure: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. |

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| ASSESSMENT ANCHOR**R7.A.2 Understand nonfiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.2.1**  Identify and apply the meaning of vocabulary in nonfiction. | **R7.A.2.1.1** Identify and/or apply meaning of multiple-meaning words used in text.**R7.A.2.1.2** Identify and/or 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=|) **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.7.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**CC.7.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.7.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CC.7.L.5.b** Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**CC.7.L.5.c** Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |

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| **ASSESSMENT ANCHOR****R7A.2 Understand nonfiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.2.2** Identify and apply word recognition skills. | **R7.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.**R7.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.7.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; analyze the impact of a specific word choice on meaning and tone.**CC.7.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**CC.7.L.4.a** Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence or paragraph**CC.7.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., belligerent, bellicose, rebel). |

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| ASSESSMENT ANCHOR**R7.A.2 Understand nonfiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.2.3** Make inferences, draw conclusions, and make generalizations based on text. | **R7.A.2.3.1** Make inferences and/or draw conclusions based on information from text.**R7.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.7.R.I.1** Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.7.R.I.2** Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**CC.7.R.I.3** Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**CC.7.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; analyze the impact of a specific word choice on meaning and tone.**CC.7.R.I.5** Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **CC.7.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **CC.7.R.I.7** Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). **CC.7.R.I.8** Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **CC.7.R.I.9** Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **CC.7.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****R7.A.2 Understand nonfiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.2.4**  Identify and explain the main ideas and relevant details. | **R7.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.](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.7.R.I.1** Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.7.R.I.2** Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**CC.7.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****R7.A.2 Understand nonfiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.2.5** Summarize a nonfictional text as a whole. | **R7.A.2.5.1**  Summarize the major points, processes, and 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.7.R.I.2** Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**CC.7.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****R7.A.2 Understand nonfiction appropriate to grade level.** |
|  | ELIGIBLE CONTENT |
| **R7.A.2.6** Identify, describe, and analyze genre of text | **R7.A.2.6.1** Identify and/or describe the author’s intended purpose of text.**R7.A.2.6.2** Identify, explain, and/or analyze 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.7.R.I.5** Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **CC.7.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. **CC.7.R.I.9** Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. **CC.7.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.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). |

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| ASSESSMENT ANCHOR**R7.B.1 Understand components within and between texts.** |
|  | ELIGIBLE CONTENT |
| **R7.B.1.1** Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.  | **R7.B.1.1.1** Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.Character (may also be called narrator, speaker, subject of a biography):Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.Setting:Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction.Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of text.Plot (may also be called action):Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution).Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of text. Theme:Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction.Explain, interpret, compare, describe, analyze, and/or evaluate 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.7.R.L.2** Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**CC.7.R.L.3** Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).**CC.7.R.L.5** Craft and Structure: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.**CC.7.R.L.6** Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**CC.7.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.7.R.I.2** Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.**CC.7.R.I.3** Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**CC.7.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**R7.B.1 Understand components within and between texts.** |
|  | ELIGIBLE CONTENT |
| **R7.B.1.2**  Make connections between texts. | **R7.B.1.2.1** Explain, interpret, compare, describe, analyze, and/or evaluate 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.7.R.L.9** Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**CC.7.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.7.R.I.9** Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  |

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| ASSESSMENT ANCHOR**R7.B.2 Understand literary devices in fictional and nonfictional text.** |
|  | ELIGIBLE CONTENT |
| **R7.B.2.1** Identify, interpret, describe, and analyze figurative language in fiction and nonfiction. | **R7.B.2.1.1** Identify, explain, interpret, describe, and/or analyze the examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text.**R7.B.2.1.2** Identify, explain, interpret, describe, and/or analyze the author’s purpose for and effectiveness at using figurative language 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.7.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 rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.**CC.7.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; analyze the impact of a specific word choice on meaning and tone.**CC.7.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**CC.7.L.5.a** Vocabulary Acquisition and Use: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. |

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| ASSESSMENT ANCHOR**R7.B.2 Understand literary devices in fictional and nonfictional text.** |
|  | ELIGIBLE CONTENT |
| **R7.B.2.2** Identify, interpret, and describe the point of view of the narrator in fictional and nonfictional text. | **R7.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.**R7.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.7.R.L.6** Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.**CC.7.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.  |

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| ASSESSMENT ANCHOR**R7.B.3 Understand concepts and organization of nonfictional text.** |
|  | ELIGIBLE CONTENT |
| **R7.B.3.1** Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text. | **R7.B.3.1.1** Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument 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.7.R.I.8** Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **CC.7.R.I.9** Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  |

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| **ASSESSMENT ANCHOR****R7.B.3 Understand concepts and organization of nonfictional text.** |
|  | ELIGIBLE CONTENT |
| **R7.B.3.2** Distinguish between essential and nonessential information within or between texts. | R7.B.3.2.1 Identify, explain, interpret, describe, and/or analyze bias and propaganda techniques 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.7.R.I.1** Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**CC.7.R.I.3** Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**CC.7.R.I.8** Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. **CC.7.R.I.9** Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.  |

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| **ASSESSMENT ANCHOR****R7.B.3 Understand concepts and organization of nonfictional text.** |
|  | ELIGIBLE CONTENT |
| **R7.B.3.3** Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text. | R7.B.3.3.1 Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.**R7.B.3.3.2**  Identify content that would fit in a specific section of text.**R7.B.3.3.3** Interpret graphics and charts and/or make connections between text and the content of graphics and charts.**R7.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.7.R.I.3** Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).**CC.7.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. |