Reading Grade 8

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 ANCHORR8.A.1 Understand fiction appropriate to grade level. | |
|  | ELIGIBLE CONTENT |
| **R8.A.1.1** Identify and apply the meaning of vocabulary. | **R8.A.1.1.1** Identify and/or apply meaning of multiple-meaning words used in text.  **R8.A.1.1.2** Identify and/or apply 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.](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.8.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  **CC.8.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.8.L.5.b** Vocabulary Acquisition and Use: Use the relationship between particular words to better understand each of the words.  **CC.8.L.5.c** Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  **CC.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. | |

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| **ASSESSMENT ANCHOR**  **R8.A.1** **Understand fiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.1.2** Identify and apply word recognition skills. | **R8.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.  **R8.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.](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.8.L.3** Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **CC.8.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  **CC.8.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.8.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., precede, recede, secede).  **CC.8.L.4.c** Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  **CC.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. | |

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| **ASSESSMENT ANCHOR**  **R8.A.1** **Understand fiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.1.3** Make inferences, draw conclusions, and make generalizations based on text. | **R8.A.1.3.1** Make inferences and/or draw conclusions based on information from text.  **R8.A.1.3.2** Cite evidence from text to support generalizations. |
| 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.](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.8.R.L.1** Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **CC.8.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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  **CC.8.R.L.3** Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  **CC.8.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, at the high end of grades 6–8 text complexity band independently and proficiently. | |

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| **ASSESSMENT ANCHOR**  **R8.A.1** **Understand fiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.1.4** Identify and explain main ideas and relevant details. | **R8.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 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.](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.8.R.L.1** Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **CC.8.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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  **CC.8.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, at the high end of grades 6–8 text complexity band independently and proficiently. | |

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| **ASSESSMENT ANCHOR**  **R8.A.1** **Understand fiction appropriate to grade level**. | |
|  | ELIGIBLE CONTENT |
| **R8.A.1.5**  Summarize a fictional text as a whole. | **R8.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.](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.8.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, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | |

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| **ASSESSMENT ANCHOR**  **R8.A.1** **Understand fiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.1.6** Identify, describe, and analyze genre of text. | **R8.A.1.6.1** Identify and/or analyze the author’s intended purpose of text.  **R8.A.1.6.2**  Explain, describe, and/or analyze examples of text that support the author’s intended purpose. |
| 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.](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.8.R.L.5** Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  **CC.8.R.L.6** Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | |

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| ASSESSMENT ANCHOR **R8.A.2** **Understand nonfiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.2.1** Identify and apply the meaning of vocabulary in nonfiction. | **R8.A.2.1.1** Identify and/or apply meaning of multiple-meaning words used in text.  **R8.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.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.  **CC.8.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  **CC.8.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.8.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **CC.8.L.5.c** Vocabulary Acquisition and Use: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).  **CC.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. | |

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| **ASSESSMENT ANCHOR**  **R8.A.2** **Understand nonfiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.2.2**  Identify and apply word recognition skills. | **R8.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.  **R8.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 simply refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.**  **Reference:**  **CC.8.L.4** Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  **CC.8.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.8.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., precede, recede, secede).  **CC.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. | |

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| ASSESSMENT ANCHOR **R8.A.2** **Understand nonfiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.2.3** Make inferences, draw conclusions, and make generalizations based on text. | **R8.A.2.3.1** Make inferences and/or draw conclusions based on information from text.  **R8.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.8.R.I.1** Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **CC.8.R.I.2** Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **CC.8.R.I.3** Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  **CC.8.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | |

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| **ASSESSMENT ANCHOR**  **R8.A.2** **Understand nonfiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.2.4** Identify and explain main ideas and relevant details. | **R8.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.8.R.I.1** Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **CC.8.R.I.2** Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **CC.8.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | |

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| **ASSESSMENT ANCHOR**  **R8.A.2** **Understand nonfiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.2.5** Summarize a nonfictional text as a whole. | **R8.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.8.R.I.2** Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **CC.8.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | |

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| **ASSESSMENT ANCHOR**  **R8.A.2** **Understand nonfiction appropriate to grade level.** | |
|  | ELIGIBLE CONTENT |
| **R8.A.2.6** Identify, describe, and analyze genre of text. | **R8.A.2.6.1**  Identify and/or describe the author’s intended purpose of text.  **R8.A.2.6.2** Explain, describe, and/or analyze examples of text that support the author’s intended purpose. |
| 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.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.8.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  **CC.8.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | |

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| ASSESSMENT ANCHOR **R8.B.1** **Understand components within and between texts.** | |
|  | ELIGIBLE CONTENT |
| **R8.B.1.1** Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction. | **R8.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 and 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.8.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, including its relationship to the characters, setting, and plot; provide an objective summary of the text.  **CC.8.R.L.3** Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  **CC.8.R.L.5** Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  **CC.8.R.L.6** Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  **CC.8.R.L.7** Integration of Knowledge and Ideas: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.  **CC.8.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, at the high end of grades 6–8 text complexity band independently and proficiently.  **CC.8.R.I.2** Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.  **CC.8.R.I.3** Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  **CC.8.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | |

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| ASSESSMENT ANCHOR **R8.B.1** **Understand components within and between texts.** | |
|  | ELIGIBLE CONTENT |
| **R8.B.1.2** Make connections between texts. | **R8.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.8.R.L.5** Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  **CC.8.R.L.9** Integration of Knowledge and Ideas: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.  **CC.8.R.I.3** Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  **CC.8.R.I.9** Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | |

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| **ASSESSMENT ANCHOR**  **R8.B.2 Understand literary devices in fictional and nonfictional text.** | |
|  | ELIGIBLE CONTENT |
| **R8.B.2.1** Identify, interpret, describe, and analyze figurative language in fiction and nonfiction. | R8.B.2.1.1 Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, and imagery in text.  **R8.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.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.  **CC.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.  **CC.8.L.5** Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **CC.8.L.5.a** Vocabulary Acquisition and Use: Interpret figures of speech (e.g. verbal irony, puns) in context. | |

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| **ASSESSMENT ANCHOR**  **R8.B.2 Understand literary devices in fictional and nonfictional text.** | |
|  | ELIGIBLE CONTENT |
| **R8.B.2.2** Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text. | **R8.B.2.2.1** Identify, explain, interpret, describe, and/or analyze point of view of the narrator as first person or third person point of view.  **R8.B.2.2.2** Explain, interpret, describe, and/or analyze 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.8.R.L.6** Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  **CC.8.R.I.6** Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. | |

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| ASSESSMENT ANCHORR8.B.3 Understand concepts and organization of nonfictional text. | |
|  | ELIGIBLE CONTENT |
| **R8.B.3.1**  Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text. | **R8.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.8.R.I.8** Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  **CC.8.R.I.9** Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | |

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| ASSESSMENT ANCHORR8.B.3 Understand concepts and organization of nonfictional text. | |
|  | ELIGIBLE CONTENT |
| **R8.B.3.2** Distinguish between essential and nonessential information within or between texts. | **R8.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.8.R.I.1** Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  **CC.8.R.I.8** Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  **CC.8.R.I.9** Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | |

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| ASSESSMENT ANCHORR8.B.3 Understand concepts and organization of nonfictional text. | |
|  | ELIGIBLE CONTENT |
| R8.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text. | **R8.B.3.3.1** Identify, explain, interpret, and/or analyze text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.  **R8.B.3.3.2** Identify content that would fit in a specific section of text.  **R8.B.3.3.3** Interpret graphics and charts and/or make connections between text and the content of graphics and charts.  **R8.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.8.R.I.3** Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  **CC.8.R.I.5** Craft and Structure: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.  **CC.8.R.I.10** Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | |