

# English Language Arts

## Assessment Anchors and Eligible Content Aligned to the Pennsylvania Core Standards



Grade

5



**Pennsylvania Department of Education**

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**April 2014**

Updated 2017

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**Pennsylvania System of School Assessment**

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The Assessment Anchors, as defined by the Eligible Content, are organized into cohesive blueprints, each structured with a common labeling system that can be read like an outline. This framework is organized first by Reporting Category, then by Assessment Anchor, then by Anchor Descriptor, and finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the PSSA.

Here is a description of each level in the labeling system for the PSSA:

**Reporting Category**

The Assessment Anchors are organized into seven Reporting Categories. The Reporting Categories for Grade 5 are listed below.

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- D = Conventions of Standard English
- E = Text-Dependent Analysis

**Revised Assessment Anchor Reporting Categories**

Reporting Category C=Writing: Assessment Anchors E05.C.1 (Text Types and Purposes) has shifted from the statewide accountability test to the local level. English Language Arts Standard 1.4 Writing continues to be assessed by the ELA PSSA test in reporting categories D=Conventions of Standard English and E=Text-Dependent Analysis.

**Assessment Anchor**

The Assessment Anchor appears in the shaded bar across the top of each Assessment Anchor table. The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it.

**Anchor Descriptor**

Below each Assessment Anchor are one or more specific Anchor Descriptors. The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content statements unified under and aligned to it.

**Eligible Content**

The column to the right of the Anchor Descriptor contains the Eligible Content statements. The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA.

**Reference**

In the space below the Assessment Anchor table is an area that provides additional details about the Eligible Content.

**Pennsylvania System of School Assessment**

**Dual Reporting for Reporting Categories A and B**

The Eligible Content codes in Reading each belong in two Reporting Categories: one based on genre and one based on skills. The matrix below shows this alignment.

Genre Reporting Categories	Key Ideas and Details	Craft and Structure/Integration of Knowledge and Ideas	Vocabulary Acquisition and Use
	(Key Ideas)	(CSI)	(Vocabulary)
A: Literature Text	A-K.1.1.1	A-C.2.1.1	A-V.4.1.1
	A-K.1.1.2	A-C.3.1.1	A-V.4.1.2
	A-K.1.1.3		
B: Informational Text	B-K.1.1.1	B-C.2.1.1	B-V.4.1.1
	B-K.1.1.2	B-C.2.1.2	B-V.4.1.2
	B-K.1.1.3	B-C.3.1.1	
		B-C.3.1.2	
		B-C.3.1.3	

**Reporting Information for Reporting Categories D and E**

Reporting Categories	Descriptors		
	Grammar and Usage	Capitalization, Punctuation, and Spelling	Conventions
D: Conventions of Standard English (Writing)	D.1.1.1	D.1.2.1	D.2.1.1.1
	D.1.1.2	D.1.2.2	D.2.1.1.2
	D.1.1.3	D.1.2.3	D.2.1.1.3
	D.1.1.4	D.1.2.4	D.2.1.1.4
	D.1.1.5	D.1.2.5	
	D.1.1.6		
	D.1.1.7		
	D.1.1.8		
E: Text Dependent Analysis (Reading/Writing)	Analysis, Reflection, and Research		
	E.1.1.1		
	E.1.1.2		
	E.1.1.3		
	E.1.1.4		
	E.1.1.5		

**E05.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.A-K.1 Key Ideas and Details**

<b>DESCRIPTOR</b>		<b>ELIGIBLE CONTENT</b>	
<b>E05.A-K.1.1</b>	Demonstrate understanding of key ideas and details in literature.	<b>E05.A-K.1.1.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
		<b>E05.A-K.1.1.2</b>	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
		<b>E05.A-K.1.1.3</b>	Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

**Reference:**

- CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

**E05.A Literature Text****Reporting Category****ASSESSMENT ANCHOR****E05.A-C.2** Craft and Structure**DESCRIPTOR****E05.A-C.2.1** Demonstrate understanding of craft and structure in literature.**ELIGIBLE CONTENT****E05.A-C.2.1.1** Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.**Reference:**

CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**E05.A Literature Text****Reporting Category****ASSESSMENT ANCHOR****E05.A-C.3** Integration of Knowledge and Ideas**DESCRIPTOR****E05.A-C.3.1** Demonstrate understanding of connections within, between, and/or among texts.**ELIGIBLE CONTENT****E05.A-C.3.1.1** Compare and contrast stories in the same genre on their approaches to similar themes and topics.  
**Note:** "Stories" means narration of events told through the text types of stories, dramas, or poems.**Reference:**

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

**E05.A Literature Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.A-V.4 Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E05.A-V.4.1** Demonstrate understanding of vocabulary and figurative language in literature.

- E05.A-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- E05.A-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figurative language (e.g., simile, metaphor, personification) in context.
  - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Reference:**

- CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

**E05.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.B-K.1 Key Ideas and Details**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E05.B-K.1.1** Demonstrate understanding of key ideas and details in informational texts.

**E05.B-K.1.1.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

**E05.B-K.1.1.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**E05.B-K.1.1.3** Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Reference:

CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

**E05.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.B-C.2 Craft and Structure**

DESCRIPTOR		ELIGIBLE CONTENT	
<b>E05.B-C.2.1</b>	Demonstrate understanding of craft and structure in informational texts.	<b>E05.B-C.2.1.1</b>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
		<b>E05.B-C.2.1.2</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

**Reference:**

CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).

**E05.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.B-C.3** Integration of Knowledge and Ideas

<b>DESCRIPTOR</b>		<b>ELIGIBLE CONTENT</b>	
<b>E05.B-C.3.1</b>	Demonstrate understanding of connections within, between, and/or among informational texts.	<b>E05.B-C.3.1.1</b>	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
		<b>E05.B-C.3.1.2</b>	Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
		<b>E05.B-C.3.1.3</b>	Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

**Reference:**

- CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.
- CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

**E05.B Informational Text**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.B-V.4 Vocabulary Acquisition and Use**

**DESCRIPTOR**

**ELIGIBLE CONTENT**

**E05.B-V.4.1** Demonstrate understanding of vocabulary and figurative language in informational texts.

**E05.B-V.4.1.1** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- c. Determine the meaning of general academic and domain-specific words and phrases used in a text.

**E05.B-V.4.1.2** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language (simile, metaphor, and personification) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Reference:**

CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.2.5.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

**E05.D Conventions of Standard English**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.D.1 Conventions of Standard English**

DESCRIPTOR		ELIGIBLE CONTENT	
<b>E05.D.1.1</b>	Demonstrate command of the conventions of standard English grammar and usage.	<b>E05.D.1.1.1</b>	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
		<b>E05.D.1.1.2</b>	Form and use the perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i> ).
		<b>E05.D.1.1.3</b>	Use verb tense to convey various times, sequences, states, and conditions.
		<b>E05.D.1.1.4</b>	Recognize and correct inappropriate shifts in verb tense.*
		<b>E05.D.1.1.5</b>	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
		<b>E05.D.1.1.6</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
		<b>E05.D.1.1.7</b>	Correctly use frequently confused words (e.g., <i>to, too, two; there, their, they're</i> ).*
		<b>E05.D.1.1.8</b>	Ensure subject-verb and pronoun-antecedent agreement.*

**Reference:**

**Asterisk (\*) indicates that the particular Eligible Content appears in all succeeding grades.**

**Eligible Content includes skills and understandings assessed in previous grades.**

- CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**E05.D Conventions of Standard English**

**Reporting Category**

**ASSESSMENT ANCHOR**

**E05.D.1 Conventions of Standard English**

DESCRIPTOR		ELIGIBLE CONTENT	
<b>E05.D.1.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.	<b>E05.D.1.2.1</b>	Use punctuation to separate items in a series.*
		<b>E05.D.1.2.2</b>	Use a comma to separate an introductory element from the rest of the sentence.
		<b>E05.D.1.2.3</b>	Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i> ), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i> ), and to indicate direct address (e.g., <i>Is that you, Steve?</i> ).
		<b>E05.D.1.2.4</b>	Use underlining, quotation marks, or italics to indicate titles of works.
		<b>E05.D.1.2.5</b>	Spell grade-appropriate words correctly.

**Reference:**

**Asterisk (\*) indicates that the particular Eligible Content appears in all succeeding grades.**

**Eligible Content includes skills and understandings assessed in previous grades.**

CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**E05.D Conventions of Standard English**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.D.2 Knowledge of Language**

DESCRIPTOR		ELIGIBLE CONTENT	
<b>E05.D.2.1</b>	Use knowledge of language and its conventions.	<b>E05.D.2.1.1</b>	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
		<b>E05.D.2.1.2</b>	Choose words and phrases to convey ideas precisely.*
		<b>E05.D.2.1.3</b>	Choose punctuation for effect.*
		<b>E05.D.2.1.4</b>	Choose words and phrases for effect.*

**Reference:**

**Asterisk (\*) indicates that the particular Eligible Content appears in all succeeding grades.**

**Eligible Content includes skills and understandings assessed in previous grades.**

CC.1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

CC.1.4.5.K Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

**E05.E Text-Dependent Analysis**
**Reporting Category**
**ASSESSMENT ANCHOR**
**E05.E.1 Evidence-Based Analysis of Text**

DESCRIPTOR		ELIGIBLE CONTENT	
<b>E05.E.1.1</b>	Draw evidence from literary or informational texts to support analysis, reflection, and/or research.	<b>E05.E.1.1.1</b>	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
		<b>E05.E.1.1.2</b>	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
		<b>E05.E.1.1.3</b>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
		<b>E05.E.1.1.4</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
		<b>E05.E.1.1.5</b>	Establish and maintain a formal style.
		<b>E05.E.1.1.6</b>	Provide a concluding section related to the analysis presented.

**Reference:**
**Eligible Content includes skills and understandings assessed in previous grades.**

- CC.1.4.5.B Identify and introduce the topic clearly.
- CC.1.4.5.C Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- CC.1.4.5.D Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- CC.1.4.5.E Write with an awareness of style.
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Use sentences of varying length.
- CC.1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.H Introduce the topic and state an opinion on the topic.
- CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.
- CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
- CC.1.4.5.K Write with an awareness of style.
  - Use sentences of varying length.
  - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- CC.1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.