

Reading Grade 3 Assessment Anchors and Eligible Content



Pennsylvania Department of Education

www.pde.state.pa.us

2007

ASSESSMENT ANCHOR

R3.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.1.1 Identify **and interpret** the meaning of vocabulary.

R3.A.1.1.1 Identify **and/or interpret** meaning of multiple-meaning words used in text.

R3.A.1.1.2 Identify **and/or interpret** 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.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.E Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words).
- 1.1.3.F Understand the meaning of and use correctly new vocabulary learned in various subject areas.

ASSESSMENT ANCHOR

R3.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENTR3.A.1.2 Identify **and apply** word recognition skills.R3.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: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).

R3.A.1.2.2 Define **and/or apply how the meaning of words or phrases changes when using** context clues given in explanatory sentences **or through the** use of examples within 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.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.3.C Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.

ASSESSMENT ANCHOR**R3.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R3.A.1.3** Make inferences and draw conclusions based on text.**R3.A.1.3.1** Make inferences and/or draw conclusions based on information from the 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.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.
- 1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.

ASSESSMENT ANCHOR

R3.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.1.4 Identify **and explain the** main ideas and relevant details.

R3.A.1.4.1 Identify **and/or explain** stated or **implied** main ideas and relevant supporting details from the text.

Note: Items may target specific paragraphs.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.

ASSESSMENT ANCHOR

R3.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.1.5 Summarize a fictional text as a whole.

R3A.1.5.1 Summarize the key details and events of a fictional text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.

ASSESSMENT ANCHOR

R3.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.1.6 Identify genre of text.

R3.A.1.6.1 Identify intended purpose of text.

Note: narrative text and poetic text

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading.

1.3.3.F Read and respond to nonfiction and fiction including poetry and drama.

ASSESSMENT ANCHOR

R3.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.

R3.A.2.1.1 Identify and/or interpret the meaning of multiple-meaning words used in text.

R3.A.2.1.2 Identify and/or interpret the 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.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.E Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words).
- 1.1.3.F Understand the meaning of and use correctly new vocabulary learned in various subject areas.

ASSESSMENT ANCHOR

R3.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.2.2 **Identify and** apply word recognition skills.

R3.A.2.2.1 **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: re-, pre-, in-, un-, dis-, mis-, non-; suffixes: -ful, -less, -ble, -ly, -or, -ness, -ment. Target words should have either a prefix or a suffix, but not both. If a target word has a prefix, it will not also have an inflectional ending (-ing, -ed).

R3.A.2.2.2 **Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text.**

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.C Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.
- 1.1.3.F Understand the meaning of and use correctly new vocabulary learned in various subject areas.

ASSESSMENT ANCHOR

R3.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.2.3 Make inferences and draw conclusions based on text.

R3.A.2.3.1 Make inferences and/or draw conclusions based on information from text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.

ASSESSMENT ANCHOR

R3.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENTR3.A.2.4 Identify **and explain** main ideas and relevant details.R3.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 might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.
- 1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.

ASSESSMENT ANCHOR

R3.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R3.A.2.5 Summarize a nonfictional text as a whole.

R3.A.2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.

ASSESSMENT ANCHOR**R3.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R3.A.2.6** Identify genre of text.**R3.A.2.6.1** Identify intended purpose of text.

Note: informational text

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.A Identify the purposes and types of text (e.g., literature, information) before reading.
- 1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.
- 1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.

ASSESSMENT ANCHOR

R3.B.1 Identify, **interpret, compare, and describe** components within and between text.

ELIGIBLE CONTENT

R3.B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.

R3.B.1.1.1 Identify, interpret, compare, and/or describe components of fiction and literary nonfiction.

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

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

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

Setting:

Identify, interpret, compare, and/or describe the setting (when or where a story or personal narrative takes place);

Plot (may also be called action):

Identify, interpret, compare, and/or describe elements of the plot (conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved).

Note: Items may use the terms *event* or *solution*. Items will not use the word *plot*. Items will ask what happened first, next, last, etc.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.
- 1.3.3.B Identify literary elements in stories describing characters, setting and plot.
- 1.3.3.F Read and respond to nonfiction and fiction including poetry and drama.

ASSESSMENT ANCHOR

R3.B.1 Identify, **interpret, compare, and describe** components within **and between** text.

ELIGIBLE CONTENT

R3.B.1.2 Make connections between text.

R3.B.1.2.1 Identify, interpret, compare, and/or describe connections between text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.3.G Demonstrate after reading understanding and interpretation of both fictional and nonfictional text.
- 1.3.3.B Identify literary elements in stories describing characters, setting and plot.
- 1.3.3.F Read and respond to nonfiction and fiction including poetry and drama.

ASSESSMENT ANCHOR

R3.B.2 Identify and interpret literary devices in fictional and literary nonfictional text.

ELIGIBLE CONTENT

R3.B.2.1 Identify and interpret figurative language in fiction and literary nonfiction.

R3.B.2.1.1 Identify and/or interpret examples of personification in text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.3.3.C Identify literary devices in stories (e.g., rhyme, rhythm, personification).

ASSESSMENT ANCHORR3.B.2 Identify **and interpret** literary devices **in fictional and literary nonfictional text.****ELIGIBLE CONTENT**

R3.B.2.2 Deleted

R3.B.2.2.1 Deleted

R3.B.2.2.2 Deleted

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.3.3.C Identify literary devices in stories (e.g., rhyme, rhythm, personification).

ASSESSMENT ANCHORR3.B.3 Identify **and interpret** concepts and organization of nonfictional text.**ELIGIBLE CONTENT**

R3.B.3.1 Differentiate fact from opinion in nonfictional text.

R3.B.3.1.1 Identify **and/or interpret** statements of fact and opinion in nonfictional text.

Note: Items focusing on opinion will be worded, "Which of these is an opinion (not a fact)?"

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.

ASSESSMENT ANCHOR**R3.B.3 Identify and interpret concepts and organization of nonfictional text.****ELIGIBLE CONTENT****R3.B.3.2** Distinguish between essential and nonessential information within text.**R3.B.3.2.1** Identify exaggeration (**bias**) where present in nonfictional text.

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.

ASSESSMENT ANCHOR

R3.B.3 Identify **and interpret** concepts and organization of nonfictional text.

R3.B.3.3 Identify and interpret how text organization clarifies meaning of nonfictional text.

ELIGIBLE CONTENT

R3.B.3.3.1 Identify **and/or interpret** text organization, including sequence, question/answer, comparison/contrast, cause/effect or problem/solution.

R3.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.

R3.B.3.3.3 Interpret graphics and charts **and/or** make connections between text and the content of graphics and charts.

EXAMPLE ITEMS

Items that measure these Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

Every multiple-choice stem on the test will be followed by four options.

Reference:

1.2.3.A Read and understand essential content of informational texts and documents in all academic areas.