

Reading Grade 4 Assessment Anchors and Eligible Content



Pennsylvania Department of Education

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2007

ASSESSMENT ANCHOR

R4.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENTR4.A.1.1 Identify **and interpret** the meaning of vocabulary.R4.A.1.1.1 Identify **and/or interpret** meaning of multiple-meaning words used in text.R4.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.

ASSESSMENT ANCHOR

R4.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENTR4.A.1.2 **Identify and apply** word recognition skills.R4.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.

R4.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.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.1.3** Make inferences and draw conclusions based on text.**R4.A.1.3.1** Make inferences and/or draw conclusions based on information from 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.

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.1.4** Identify **and explain** the main ideas and relevant details.**R4.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.](#)

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

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.1.5 Summarize a fictional text as a whole.****R4.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.](#)

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

ASSESSMENT ANCHOR**R4.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R4A.1.6** Identify genre of text.**R4A.1.6.1** Identify intended purpose of text.Note: narrative and poetic 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.

ASSESSMENT ANCHOR

R4.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R4.A.2.1 Identify and interpret the meaning of vocabulary in nonfiction.

R4.A.2.1.1 Identify *and/or interpret* meaning of multiple-meaning words in text.R4.A.2.1.2 Identify *and/or interpret* the meaning of content-specific words 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.

ASSESSMENT ANCHOR

R4.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R4.A.2.2 Identify and apply word recognition skills.

R4.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.

R4.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 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.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.2.3** Make inferences and draw conclusions based on text.**R4.A.2.3.1** Make inferences and/or draw conclusions based on information from 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.

ASSESSMENT ANCHOR

R4.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENTR4.A.2.4 Identify **and explain** main ideas and relevant details.R4.A.2.4.1 Identify **and/or explain** stated or implied main ideas and relevant supporting details from the text.

Note: Items may target specific paragraphs. Items 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 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.

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.2.5** Summarize a nonfictional text as a whole.**R4.A.2.5.1** Summarize the major points, processes and/or events of a nonfictional 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.](#)

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

ASSESSMENT ANCHOR**R4.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R4.A.2.6** Identify the genre of text.**R4.A.2.6.1** Identify intended purpose of text.

Note: informational 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 is followed by four options.

ASSESSMENT ANCHOR

R4.B.1 Identify, **interpret, compare, and describe** components within **and between** text.

R4B.1.1 Identify, interpret, compare, and describe components of fiction and literary nonfiction.

ELIGIBLE CONTENT

R4.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.

Theme:

Identify, compare, and/or describe the message or lesson of fiction or literary nonfiction.

Identify, compare and/or describe the relationship between the message or lesson 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.](#)

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

ASSESSMENT ANCHOR

R4.B.1 Identify, **interpret, compare, and describe** components within **and between** text.

ELIGIBLE CONTENT

R4B.1.2 Make connections between text.

R4.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.

ASSESSMENT ANCHOR

R4.B.2 Identify and interpret literary devices in fictional and literary nonfictional text.

ELIGIBLE CONTENT

R4.B.2.1 Identify and interpret figurative language in fiction and literary nonfiction.

R4.B.2.1.1 Identify and/or interpret examples of personification in text.

R4.B.2.1.2 Identify and/or interpret examples of similes in text.

R4.B.2.1.3 Identify and/or interpret examples of alliteration in text when its use is presumed intentional.

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.

ASSESSMENT ANCHORR4.B.2 Identify **and interpret** literary devices **in fictional and literary nonfictional text.****ELIGIBLE CONTENT**

R4.B.2.2 Deleted

R4.B.2.2.1 Deleted

R4.B.2.2.2 Deleted

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.

ASSESSMENT ANCHOR**R4.B.3 Identify *and interpret* concepts and organization of nonfictional text.****ELIGIBLE CONTENT****R4.B.3.1** Differentiate fact from opinion in *nonfictional* text.**R4.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?"

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.

ASSESSMENT ANCHOR**R4.B.3 Identify *and interpret* concepts and organization of nonfictional text.****ELIGIBLE CONTENT****R4.B.3.2** Distinguish between essential and nonessential information within text.**R4.B.3.2.1** Identify exaggeration (*bias*) where present *in nonfictional 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.

ASSESSMENT ANCHOR

R4.B.3 Identify **and interpret** concepts and organization of nonfictional text.

ELIGIBLE CONTENT

R4.B.3.3 Identify and interpret how text organization clarifies meaning of nonfictional text.

R4.B.3.3.1 Identify **and/or interpret** text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution.

R4.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.

R4.B.3.3.3 Interpret graphics and charts **and/or** make connections between text and the content of graphics and charts.

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.