

Intermediate Language Arts Appendix:
(English 6, 7, and 8; Reading 6, 7, and 8;
Reading Edge 7 and 8)

**A – PA Academic Standards for Reading, Writing, Speaking,
and Listening – Grade 8**

B – PSSA Reading Assessment Anchors Checklist:

- **6th Grade**
- **7th Grade**
- **8th Grade**

C – PSSA Writing Rubrics:

- **Informational Writing**
- **Persuasive Writing**
- **Conventions of Language**

D – PSSA Reading Rubric

E – PSSA Assessment Anchor Glossary

6th Grade Reading Assessment Anchors Checklist 2007

TEACHER:

COURSE:

Reporting Category A: Comprehension and Reading Skills - FICTION

| Anchor | ANCHOR DESCRIPTOR | | | | | |
|------------------|--|------------|-----------|----------|----------|--------------|
| R 6 A.1 | Understand fiction appropriate to grade level. | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
| A.1.1 | Identify and apply the meaning of vocabulary | | | | | |
| Eligible Content | 1.1.1 Identify and/or apply meaning of multiple-meaning words in text. | | | | | |
| Eligible Content | 1.1.2 Identify and/or apply a synonym or antonym of a word in text. | | | | | |
| A.1.2 | Identify and apply word recognition skills. | | | | | |
| Eligible Content | 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. Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en. | | | | | |
| Eligible Content | 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 the text. | | | | | |
| A.1.3. | Make inferences, draw conclusions, and make generalizations based on text. | | | | | |
| Eligible Content | 1.3.1 Make inferences and/or draw conclusions based on information from text. | | | | | |
| Eligible Content | 1.3.2 Cite evidence from text to support generalizations. | | | | | |
| A.1.4 | Identify and explain main ideas and relevant details. | | | | | |
| Eligible Content | 1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. | | | | | |
| A.1.5 | Summarize a fictional text as a whole. | | | | | |
| Eligible Content | 1.5.1 Summarize the key details and events of a fictional text as a whole. | | | | | |
| A.1.6 | Identify and describe genre of text. | | | | | |
| Eligible Content | 1.6.1 Identify intended purpose of text. | | | | | |
| Eligible Content | 1.6.2 Identify and/or describe examples of text that support its intended purpose. | | | | | |

Reporting Category A: Comprehension and Reading Skills - NON-FICTION

| R 6 A.2 | <i>Understand nonfiction appropriate to grade level.</i> | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
|------------------|---|-------------------|------------------|-----------------|-----------------|----------------------|
| A.2.1 | Identify and apply the meaning of vocabulary in nonfiction. | | | | | |
| Eligible Content | 2.1.1 Identify and/or apply meaning of multiple-meaning words in context. | | | | | |
| Eligible Content | 2.1.2 Identify and/or apply meaning of content-specific words used in text. | | | | | |
| A.2.2 | Identify and apply word recognition skills. | | | | | |
| Eligible Content | 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. Affixes will be limited to prefixes: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub-; suffixes: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en. | | | | | |
| Eligible Content | 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. | | | | | |
| A.2.3 | Make inferences, draw conclusions, and make generalizations based on text. | | | | | |
| Eligible Content | 2.3.1 Make inferences and/or draw conclusions based on information from text. | | | | | |
| Eligible Content | 2.3.2 Cite evidence from text to support generalizations. | | | | | |
| A.2.4 | Identify and explain main ideas and relevant details. | | | | | |
| Eligible Content | 2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. | | | | | |
| A.2.5 | Summarize nonfictional text as a whole. | | | | | |
| Eligible Content | 2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole. | | | | | |
| A.2.6 | Identify and describe genre of text. | | | | | |
| Eligible Content | 2.6.1 Identify intended purpose of text. | | | | | |
| Eligible Content | 2.6.2 Identify and/or describe examples of text that support its intended purpose. (informational, persuasive & biographical text) | | | | | |

6th Grade Reading Assessment Anchors Checklist 2007

TEACHER:

COURSE:

Reporting Category B: Interpretation and Analysis of Fictional and Nonfictional Text

| ANCHOR | ANCHOR DESCRIPTOR | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
|------------------|---|------------|-----------|----------|----------|--------------|
| R6.B.1 | <i>Identify, interpret, compare, describe, and analyze components within and between text.</i> | | | | | |
| B.1.1 | Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction. | | | | | |
| Eligible Content | 1.1.1 Identify, interpret, compare, describe, and/or analyze evaluate the components of fiction and literary nonfiction: | | | | | |
| Character | Identify, interpret, compare, describe, and/or analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Identify, interpret, compare, describe, and/or analyze the relationship between characters and other components of text. | | | | | |
| Setting | Identify, interpret, compare, describe, and/or analyze the setting of fiction or literary nonfiction. Identify, interpret, compare, describe, and/or analyze the relationship between setting and other components of the text. | | | | | |
| Plot (Action) | Identify, interpret, compare, describe, and/or analyze elements of the plot (conflict, rising action, climax and/or resolution). Identify, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of the text. | | | | | |
| Theme | Identify, interpret, compare, describe, and/or analyze the theme of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. | | | | | |
| B.1.2 | | | | | | |
| | Make connections between text. | | | | | |
| Eligible Content | 1.2.1 Identify, interpret, compare, describe, and/or analyze connections between text. | | | | | |
| R6.B.2 | <i>Identify, interpret and describe literary devices in fictional and literary nonfictional text.</i> | | | | | |
| B.2.1 | | | | | | |
| | Identify, interpret, and describe figurative language in fiction and literary nonfiction. | | | | | |
| Eligible Content | 2.1.1 Identify, interpret, and/or describe examples of personification in text. | | | | | |
| Eligible Content | 2.1.2 Identify, interpret, and/or describe examples of similes in text. | | | | | |
| Eligible Content | 2.1.3 Identify, interpret, and/or describe examples of alliteration in text when its use is presumed intentional. | | | | | |
| Eligible Content | 2.1.4 Identify, interpret and/or describe examples of metaphors in text. | | | | | |
| B.2.2 | Identify, interpret, and describe the point of view of the narrator. | | | | | |
| Eligible Content | 2.2.1 Identify, describe the point of view of the narrator as first person or third person point of view. | | | | | |

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| Eligible Content | 2.2.2 Interpret and describe the effectiveness of the point of view used by the author. | | | | | |
| R6 .B.3 | <i>Identify and interpret concepts and organization of nonfiction text.</i> | | | | | |
| B.3.1 | Differentiate fact from opinion in nonfictional text. | | | | | |
| Eligible Content | 3.1.1 Identify and/or interpret statements of fact and opinion in nonfictional text. | | | | | |
| B.3.2 | Distinguish between essential and nonessential information within or between text. | | | | | |
| Eligible Content | 3.2.1 Describe how the author uses exaaggeration (bias) in nonfictional text. | | | | | |
| B.3.3 | Identify and interpret how text organization clarifies meaning of nonfictional text. | | | | | |
| Eligible Content | 3.3.1 Identify and/or interpret text organization, including: sequence, question/answer, comparison/contrast, cause/effect or problem/solution. | | | | | |
| Eligible Content | 3.3.2 Use headings to locate information in a passage or identify content that would best fit in a specific section of text. | | | | | |
| Eligible Content | 3.3.3 Interpret graphics and charts, and/or make connections between text and the content of graphics and charts. | | | | | |
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7th Grade Reading Assessment Anchors Checklist 2007

TEACHER:

COURSE;

Reporting Category A: Comprehension and Reading Skills - FICTION

| Anchor | ANCHOR DESCRIPTOR | | | | | |
|------------------|---|-------------------|------------------|-----------------|-----------------|----------------------|
| R 7 A.1 | <i>Understand fiction appropriate to grade level.</i> | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
| A.1.1 | Identify and apply the meaning of vocabulary | | | | | |
| Eligible Content | 1.1.1 Identify and/or apply meaning of multiple-meaning words in text. | | | | | |
| Eligible Content | 1.1.2 Identify and/or apply a synonym or antonym of a word in text. | | | | | |
| A.1.2 | Identify and apply word recognition skills. | | | | | |
| Eligible Content | 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. | | | | | |
| Eligible Content | 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 the text. | | | | | |
| A.1.3. | Make inferences, draw conclusions, and make generalizations based on text. | | | | | |
| Eligible Content | 1.3.1 Make inferences and/or draw conclusions based on information from text. | | | | | |
| Eligible Content | 1.3.2 Cite evidence from text to support generalizations. | | | | | |
| A.1.4 | Identify and explain main ideas and relevant details. | | | | | |
| Eligible Content | 1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. | | | | | |
| A.1.5 | Summarize a fictional text as a whole. | | | | | |
| Eligible Content | 1.5.1 Summarize the key details and events of a fictional text as a whole. | | | | | |
| A.1.6 | Identify, describe, and analyze genre of text. | | | | | |
| Eligible Content | 1.6.1 Identify and/or describe intended purpose of text. | | | | | |
| Eligible Content | 1.6.2 Describe and/or analyze examples of text that support its intended purpose. | | | | | |

Reporting Category A: Comprehension and Reading Skills - NON-FICTION

| R 7 A.2 | <i>Understand nonfiction appropriate to grade level.</i> | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
|------------------|--|-------------------|------------------|-----------------|-----------------|----------------------|
| A.2.1 | Identify and apply the meaning of vocabulary in nonfiction. | | | | | |
| Eligible Content | 2.1.1 Identify and/or apply meaning of multiple-meaning words in context. | | | | | |
| Eligible Content | 2.1.2 Identify and/or apply meaning of content-specific words used in text. | | | | | |
| A.2.2 | Identify and apply word recognition skills. | | | | | |
| Eligible Content | 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. | | | | | |
| Eligible Content | 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. | | | | | |
| A.2.3 | Make inferences, draw conclusions, and make generalizations based on text. | | | | | |
| Eligible Content | 2.3.1 Make inferences and/or draw conclusions based on information from text. | | | | | |
| Eligible Content | 2.3.2 Cite evidence from text to support generalizations. | | | | | |
| A.2.4 | Identify and explain main ideas and relevant details. | | | | | |
| Eligible Content | 2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. | | | | | |
| A.2.5 | Summarize a nonfictional text as a whole. | | | | | |
| Eligible Content | 2.5.1 Summarize the major points, processes, and events of a nonfictional text as a whole. | | | | | |
| A.2.6 | Identify, describe, and analyze genre of text. | | | | | |
| Eligible Content | 2.6.1 Identify and/or describe intended purpose of text. | | | | | |
| Eligible Content | 2.6.2 Identify and/or analyze examples of text that support its intended purpose. | | | | | |

7th Grade Reading Assessment Anchors Checklist 2007

TEACHER:

COURSE:

Reporting Category B: Interpretation and Analysis of Fictional and Nonfictional Text

| ANCHOR | ANCHOR DESCRIPTOR | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
|------------------|---|------------|-----------|----------|----------|--------------|
| R7.B.1 | <i>Interpret, compare, describe, analyze, and evaluate components within and between text.</i> | | | | | |
| B.1.1 | Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction. | | | | | |
| Eligible Content | 1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within or between fiction and literary nonfiction: | | | | | |
| Character | Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Interpret, compare, describe, analyze, and / or evaluate the relationship between characters and other components of text. | | | | | |
| Setting | Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. | | | | | |
| Plot (Action) | Interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution). Interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of the text. | | | | | |
| Theme | Interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. | | | | | |
| B.1.2 | | | | | | |
| | Make connections between text. | | | | | |
| Eligible Content | 1.2.1 Interpret, compare, describe, analyze, and/or evaluate connections between text. | | | | | |
| R7.B.2 | | | | | | |
| | <i>Identify and interpret literary devices in fictional and literary nonfictional text.</i> | | | | | |
| B.2.1 | | | | | | |
| | Identify, interpret, describe, and analyze figurative language in fiction and literary nonfiction. | | | | | |
| Eligible Content | 2.1.1 Identify, interpret, describe, and/or analyze examples of personification, simile, alliteration, metaphor, hyperbole, and imagery in text. | | | | | |
| Eligible Content | 2.1.2 Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text. | | | | | |
| B.2.2 | Identify, interpret, and describe the point of view of the narrator. | | | | | |
| Eligible Content | 2.2.1 Identify, describe the point of view of the narrator as first person or third person point of view. | | | | | |
| Eligible Content | 2.2.2 Interpret and describe the effectiveness of the point of view used by the author. | | | | | |

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| R7 .B.3 | <i>Identify, interpret, describe, and analyze concepts and organization of nonfiction text.</i> | | | | | |
| B.3.1 | Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text. | | | | | |
| Eligible Content | 3.1.1 Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text. | | | | | |
| B.3.2 | Distinguish between essential and nonessential information within or between text. | | | | | |
| Eligible Content | 3.2.1 Identify, interpret, describe and/or analyze bias and propaganda techniques in nonfictional text. | | | | | |
| B.3.3 | Identify, interpret, and analyze how text organization clarifies meaning of nonfictional text. | | | | | |
| Eligible Content | 3.3.1 Identify, interpret and/or analyze text organization, including: sequence, question/answer, comparison/contrast, cause/effect or problem/solution. | | | | | |
| Eligible Content | 3.3.2 Identify content that would fit in a specific section of text. | | | | | |
| Eligible Content | 3.3.3 Interpret graphics and charts, and/or make connections between text and the content of graphics and charts. | | | | | |
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8th Grade Reading Assessment Anchors Checklist 2007

TEACHER:

COURSE;

Reporting Category A: Comprehension and Reading Skills - FICTION

| Anchor | ANCHOR DESCRIPTOR | | | | | |
|------------------|---|------------|-----------|----------|----------|--------------|
| R 8 A.1 | <i>Understand fiction appropriate to grade level.</i> | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
| A.1.1 | Identify and apply the meaning of vocabulary | | | | | |
| Eligible Content | 1.1.1 Identify and/or apply meaning of multiple-meaning words in text. | | | | | |
| Eligible Content | 1.1.2 Identify and/or apply a synonym or antonym of a word in text. | | | | | |
| A.1.2 | Identify and apply word recognition skills. | | | | | |
| Eligible Content | 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. | | | | | |
| Eligible Content | 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 the text. | | | | | |
| A.1.3. | Make inferences, draw conclusions, and make generalizations based on text. | | | | | |
| Eligible Content | 1.3.1 Make inferences and/or draw conclusions based on information from text. | | | | | |
| Eligible Content | 1.3.2 Cite evidence from text to support generalizations. | | | | | |
| A.1.4 | Identify and explain main ideas and relevant details. | | | | | |
| Eligible Content | 1.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. | | | | | |
| A.1.5 | Summarize a fictional text as a whole. | | | | | |
| Eligible Content | 1.5.1 Summarize the key details and events of a fictional text as a whole. | | | | | |
| A.1.6 | Identify, describe, and analyze genre of text. | | | | | |
| Eligible Content | 1.6.1 Identify and/or analyze intended purpose of text. | | | | | |
| Eligible Content | 1.6.2 Describe and/or analyze examples of text that support its intended purpose. | | | | | |

Reporting Category A: Comprehension and Reading Skills - NON-FICTION

| R 8 A.2 | <i>Understand nonfiction appropriate to grade level.</i> | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
|------------------|--|-------------------|------------------|-----------------|-----------------|----------------------|
| A.2.1 | Identify and apply the meaning of vocabulary in nonfiction. | | | | | |
| Eligible Content | 2.1.1 Identify and/or apply meaning of multiple-meaning words in the context of a particular text. | | | | | |
| Eligible Content | 2.1.2 Identify and/or apply meaning of content-specific words used in text. | | | | | |
| A.2.2 | Identify and apply word recognition skills. | | | | | |
| Eligible Content | 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. | | | | | |
| Eligible Content | 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. | | | | | |
| A.2.3 | Make inferences, draw conclusions, and make generalizations based on text. | | | | | |
| Eligible Content | 2.3.1 Make inferences and/or draw conclusions based on information from text. | | | | | |
| Eligible Content | 2.3.2 Cite evidence from text to support generalizations. | | | | | |
| A.2.4 | Identify and explain main ideas and relevant details. | | | | | |
| Eligible Content | 2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. | | | | | |
| A.2.5 | Summarize a nonfictional text as a whole. | | | | | |
| Eligible Content | 2.5.1 Summarize the major points, processes, and/or events of a nonfictional text as a whole. | | | | | |
| A.2.6 | Identify, describe, and analyze genre of text. | | | | | |
| Eligible Content | 2.6.1 Identify and/or describe intended purpose of text. | | | | | |
| Eligible Content | 2.6.2 Describe and/or analyze examples of text that support its intended purpose. | | | | | |

8th Grade Reading Assessment Anchors Checklist 2007

TEACHER:

COURSE:

Reporting Category B: Interpretation and Analysis of Fictional and Nonfictional Text

| ANCHOR | ANCHOR DESCRIPTOR | Introduced | Practiced | Assessed | Reviewed | PSSA PREP |
|------------------|---|------------|-----------|----------|----------|--------------|
| R8.B.1 | <i>Interpret, compare, describe, analyze, and evaluate components within and between text.</i> | | | | | |
| B.1.1 | Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction. | | | | | |
| Eligible Content | 1.1.1 Interpret, compare, describe, analyze, and/or evaluate the relationships among the following within or between fiction and literary nonfiction: | | | | | |
| Character | Interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Interpret, compare, describe, analyze, and / or evaluate the relationship between characters and other components of text. | | | | | |
| Setting | Interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text. | | | | | |
| Plot (Action) | Interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution). Interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot and other components of the text. | | | | | |
| Theme | Interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text. | | | | | |
| B.1.2 | | | | | | |
| | Make connections between text. | | | | | |
| Eligible Content | 1.2.1 Interpret, compare, describe, analyze, and/or evaluate connections between text. | | | | | |
| R8B.2 | <i>Identify, interpret, describe, and analyze literary devices in fictional and literary nonfictional text.</i> | | | | | |
| B.2.1 | | | | | | |
| | Identify, interpret, describe, and analyze figurative language in fiction and literary nonfiction. | | | | | |
| Eligible Content | 2.1.1 Identify, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, and imagery in text. | | | | | |
| Eligible Content | 2.1.2 Identify, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text. | | | | | |
| B.2.2 | Identify, interpret, describe, and analyze the point of view of the narrator. | | | | | |
| Eligible Content | 2.2.1 Identify, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view. | | | | | |
| Eligible Content | 2.2.2 Interpret, describe, and/or analyze the effectiveness of the point of view used by the author. | | | | | |

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|------------------|---|--|--|--|--|--|
| R8.B.3 | <i>Identify, interpret, describe, and analyze concepts and organization of nonfiction text.</i> | | | | | |
| B.3.1 | Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text. | | | | | |
| Eligible Content | 3.1.1 Interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text. | | | | | |
| B.3.2 | Distinguish between essential and nonessential information within or across text. | | | | | |
| Eligible Content | 3.2.1 Identify, interpret, describe and/or analyze bias and propaganda techniques in nonfictional text. | | | | | |
| B.3.3 | Identify, interpret, and analyze how text organization clarifies meaning of nonfictional text. | | | | | |
| Eligible Content | 3.3.1 Identify, interpret and/or analyze text organization, including: sequence, question/answer, comparison/contrast, cause/effect or problem/solution. | | | | | |
| Eligible Content | 3.3.2 Identify content that would fit in a specific section of text. | | | | | |
| Eligible Content | 3.3.3 Interpret graphics and charts, and/or make connections between text and the content of graphics and charts. | | | | | |
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PSSA INFORMATIONAL WRITING SCORING GUIDELINE – GRADE 8

Score of 4

Focus: Sharp, distinct controlling point made about a single topic with evident awareness of task and audience.

Content Development: Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thorough elaboration with effectively presented information consistently supported with well-chosen details.

Organization: Effective organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.

Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone

Score of 3

Focus: Clear controlling point made about a single topic with general awareness of task and audience.

Content Development: Adequate, specific, and/or illustrative content that demonstrates an understanding of the purpose. Sufficient elaboration with clearly presented information supported with well chosen details.

Organization: Organizational strategies and structures, such as logical order and transitions, which develop a controlling idea.

Style: Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone

Score of 2

Focus: Vague evidence of a controlling point made about a single topic with an inconsistent awareness of task and audience.

Content Development: Inadequate, vague content that demonstrates a weak understanding of the purpose. Underdeveloped and/or repetitive elaboration with inconsistently supported information; may be an extended list.

Organization: Inconsistent organizational strategies and structures, such as logical order and transitions, which ineffectively develop a controlling idea.

Style: Limited control of language and sentence structures that creates interference with tone

Score of 1

Focus: Little or no evidence of a controlling point made about a single topic with a minimal awareness of task and audience.

Content Development: Minimal evidence of content that demonstrates a lack of understanding of the purpose. Superficial, undeveloped writing with little or no support; may be a bare list.

Organization: Little or no evidence of organizational strategies and structures, such as logical order and transitions, which inadequately develop a controlling idea.

Style: Minimal control of language and sentence structures that creates an inconsistent tone

PSSA PERSUASIVE WRITING SCORING GUIDELINE – GRADE 8

Score of 4

Focus: Sharp, distinct controlling point presented as a position and made convincing through a clear, thoughtful, and substantiated argument with evident awareness of task and audience.

Content Development: Substantial, relevant, and illustrative content that demonstrates a clear understanding of the purpose. Thoroughly elaborated argument that includes a clear position consistently supported with precise and relevant evidence. Rhetorical (persuasive) strategies are evident.

Organization: Effective organizational strategies and structures, such as logical order and transitions, to develop a position supported with a purposeful presentation of content.

Style: Precise control of language, stylistic techniques, and sentence structures that creates a consistent and effective tone

Score of 3

Focus: Clear controlling point presented as a position and made convincing through a credible and substantiated argument with general awareness of task and audience.

Content Development: Adequate, specific and/or illustrative content that demonstrates an understanding of the purpose. Sufficiently elaborated argument that includes a clear position supported with some relevant evidence. Rhetorical (persuasive) strategies may be evident.

Organization: Organizational strategies and structures, such as logical order and transitions, to develop a position supported with sufficient presentation of content.

Style: Appropriate control of language, stylistic techniques, and sentence structures that creates a consistent tone

Score of 2

Focus: Vague evidence of a controlling point presented as a position that may lack a credible and/or substantiated argument with an inconsistent awareness of task and audience.

Content Development: Inadequate, vague content that demonstrates a weak understanding of the purpose.

Insufficiently elaborated argument that includes an underdeveloped position supported with little evidence.

Organization: Inconsistent organizational strategies and structures, such as logical order and transitions, to develop a position with inadequate presentation of content.

Style: Limited control of language and sentence structures that creates interference with tone

Score of 1

Focus: Little or no evidence of a controlling point presented as a position that lacks a credible and/or substantiated argument with minimal awareness of task and audience.

Content Development: Minimal evidence of content that demonstrates a lack of understanding of the purpose. Unelaborated argument that includes an undeveloped position supported with minimal or no evidence.

Organization: Little or no evidence of organizational strategies and structures, such as logical order and transitions, to develop a position with insufficient presentation of content.

Style: Minimal control of language and sentence structures that creates an inconsistent tone

WRITING

PSSA Conventions Scoring Guideline Grade 8

Score of 4

Thorough control of sentence formation

Few errors, if any, are present in grammar, usage, spelling, and punctuation, but the errors that are present do not interfere with meaning.

Score of 3

Adequate control of sentence formation

Some errors may be present in grammar, usage, spelling, and punctuation, but few, if any, of the errors that are present may interfere with meaning.

Score of 2

Limited and/or inconsistent control of sentence formation

□ Some sentences may be awkward or fragmented.

Many errors may be present in grammar, usage, spelling, and punctuation, and some of those errors may interfere with meaning.

Score of 1

Minimal control of sentence formation

Many sentences are awkward and fragmented.

Many errors may be present in grammar, usage, spelling, and punctuation, and many of those errors may interfere with meaning.

PSSA Reading Rubric – Grade 8

GENERAL SCORING GUIDELINES FOR OPEN-ENDED READING ITEMS

3 Points

The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).

The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).

The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).

The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.

The response consists entirely of relevant copied text.

0 Points

The response provides insufficient material for scoring.

The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank) -- No response or written refusal to respond or too brief to determine response

OT -- Off task/topic

LOE -- Response in a language other than English

IL -- Illegible

Reading Assessment Anchor Glossary

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| Accuracy: | Correctness or precision. |
| Affix: | One or more letters occurring as a bound form attached to the beginning or end of a word or base and serving to produce a derivative word or an inflectional form (e.g., a prefix or suffix). |
| Alliteration: | The repetition of initial consonant sounds in neighboring words. |
| Allusion: | An implied or indirect reference in literature to a familiar person, place or event. |
| Analysis: | The process or result of identifying the parts of a whole and their relationships to one another. |
| Antonym: | A word that is the opposite of another word (e.g. hot-cold, night-day). |
| Appositive: | Also called apposition; a grammatical construction in which two usually adjacent nouns having the same referent stand next to one another; often separated by commas (e.g., “ My father, Ned, worked for NASA.”). |
| Assertion: | A declaration, statement, allegation or claim. |
| Author’s Purpose: | The author’s intent either to inform or teach someone about something, to entertain people, or to persuade or convince their audience to do or not do something. |
| Author’s Thesis: | The topic and a specific feeling or idea associated with it. The thesis can be directly stated or implied in the examples and illustrations used by the author. |
| Autobiography: | The story of a person's life written by himself or herself. |
| Bias: | A judgment based on a personal point of view. |

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| Biography: | The story of a person's life written by someone other than the subject of the work. |
| Cause and Effect: | Cause statements stem from actions and events, and effects are what happen as a result of the event or action action or event. |
| Characterization: | The method an author uses to reveal characters and their various personalities. |
| Climax: | The turning point in a narrative, the moment when the conflict is at its most intense. Typically, the structure of stories, novels and plays is one of rising action, in which tension builds to the climax. |
| Compare: | Placing together characters, situations or ideas to show common or differing features in literary selections. |
| Compound Word: | A word composed of two or more smaller words, the definition of which is a combination of the definitions of the smaller words (e.g., wallpaper). |
| Conclusion: | The ending of the story or the summarization of ideas or closing argument in nonfictional texts. |
| Conflict/Problem: | A struggle or clash between opposing characters, forces, or emotions. |
| Content Specific Words: | Core vocabulary that is peculiar to an academic discipline or subject. For example, the word precipitation is related to the discipline of science as it relates to weather. |
| Context Clues: | Information from the reading that identifies a word or group of words. |
| Contrast: | To compare or appraise differences. |
| Conventions of Language: | Mechanics, usage and sentence completeness. |
| Descriptive Text: | Descriptive writing is intended to allow a reader to picture the scene or setting in which the action of a story takes place. |

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| Dialogue: | In its widest sense, dialogue is simply conversation between people in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama. |
| Differentiate: | Distinguish, tell apart and recognize differences between two or more items. |
| Editorials: | A newspaper or magazine article that gives the opinions of the editors or publishers; an expression of opinion that resembles such an article. |
| Epic: | A long narrative poem about the adventures of a hero of great historic or legendary importance. |
| Evaluate: | To examine and to judge carefully. |
| Exaggeration: | To make an overstatement or to stretch the truth. |
| Explanatory Sentence: | A sentence that explains something (i.e. passage, paragraph, word) |
| Explicit: | Referring to specific text that is included in the reading passage or in the directions. |
| Expository Text: | Text written to explain and convey information about a specific topic. Contrasts with narrative text. |
| Fable: | Narrative intended to convey a moral. Animals or inanimate objects with human characteristics often serve as characters in fables. |
| Fairy Tale: | Short narratives featuring mythical beings such as fairies, elves and sprites. These tales originally belonged to the folklore of a particular nation or region, such as those collected in Germany by Jacob and Wilhelm Grimm. |
| Fallacies of Logic: | See propaganda techniques |
| Fiction: | Any story that is the product of imagination rather than a documentation of fact. Characters and events in such narratives may be based in real life but their ultimate form and configuration is a creation of the author. |

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| Figurative Language: | Language that cannot be taken literally since it was written to create a special effect or feeling. |
| First Person: | The "first person" or "personal" point of view relates events as they are perceived by a single character. The main character "tells" the story and may offer opinions about the action and characters that differ from those of the author. |
| Flashback: | A device used in literature to present action that occurred before the beginning of the story. Flashbacks are often introduced as the dreams or recollections of one or more characters. |
| Fluency: | The clear, easy, written or spoken expression of ideas; freedom from word-identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading. |
| Focus: | The center of interest or attention. |
| Folktales: | A story originating in oral tradition. Folktales fall into a variety of categories, including legends, ghost stories, fairy tales, fables and anecdotes based on historical figures and events. |
| Foreshadowing: | A device used in literature to create expectation or to set up an explanation of later developments. |
| Free Verse: | Poetry that lacks regular metrical and rhyme patterns but that tries to capture the cadences of everyday speech. The form allows a poet to exploit a variety of rhythmical effects within a single poem. |
| Generalization: | A conclusion, drawn from specific information, that is used to make a broad statement about a topic or person. |
| Genre: | A category used to classify literary works, usually by form, technique or content (e.g., prose, poetry). |
| Graphic Organizer: | A diagram or pictorial device that shows relationships. |

**Headings, Graphics
and Charts:**

Any visual cues on a page of text that offer additional information to guide the reader's comprehension. Headings typically are words or phrases in bold print that indicate a topic or the theme of a portion of text; graphics may be photographs, drawings, maps or any other pictorial representation; charts (and tables or graphs) condense data into a series of rows, lines or other shortened lists.

Homophone:

One of two or more words pronounced alike, but different in spelling or meaning (e.g., hair/hare).

Hyperbole:

An exaggeration or overstatement (e.g., *I was so embarrassed I could have died.*).

**Idiomatic
Language:**

An expression peculiar to itself grammatically or that cannot be understood if taken literally (e.g., *Let's get on the ball.*).

Imagery:

A word or group of words in a literary work which appeal to one or more of the senses: sight, taste, touch, hearing and smell; figurative language. The use of images serves to intensify the impact of the work.

Implicit:

Meanings which, though unexpressed in the literal text, may be understood by the reader; implied.

Inference:

A judgment based on reasoning rather than on direct or explicit statement. A conclusion based on facts or circumstances; understandings gained by "reading between the lines."

Inflectional Ending: A form, suffix or element added to the end of a word that changes the form of the word to mark such distinctions as those of case, gender, number, tense, person, mood or voice.

**Informational
Text:**

It is nonfiction, written primarily to convey factual information. Informational texts comprise the majority of printed material adults read (e.g., textbooks, newspapers, reports, directions, brochures, technical manuals, etc.).

Irony:

The use of a word or phrase to mean the exact opposite of its literal or usual meaning; incongruity between the actual result of a sequence of events and the expected result.

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| Legends: | A story about mythical or supernatural beings or events, or a story coming down from the past, especially one popularly regarded as historical although not verifiable. |
| Limerick: | A light or humorous verse form of five lines, of which lines 1, 2 and 5 rhymes and lines 3 and 4 rhyme. |
| Limited view: | In literature, a speaker is speaking either in the first person, telling things from his or her own perspective, or in the third person, telling things from the perspective of an onlooker. If the speaker is unable to know what is in any character's mind but his or her own, this is called limited view. |
| Literary Conflict: | The struggle that grows out of the interplay of the two opposing forces in a plot. |
| Literary Devices: | Tools used by the author to enliven and provide voice to the writing (e.g., dialogue, alliteration). |
| Literary Elements: | The essential techniques used in literature (e.g., characterization, setting, plot, theme). |
| Literary Nonfiction: | Text that includes literary elements and devices usually associated with fiction to report on actual persons, places, or events. Examples include nature and travel writing, biography, memoir, and the essay. |
| Main Idea: | The main idea is the author's central thought; the chief topic of a text expressed or implied in a word or phrase; the topic sentence of a paragraph. |
| Metaphor: | A figure of speech that expresses an idea through the image of another object. Metaphors suggest the essence of the first object by identifying it with certain qualities of the second object. An example is "But soft, what light through yonder window breaks? It is the east, and Juliet is the sun" in William Shakespeare's Romeo and Juliet. Here, Juliet, the first object, is identified with qualities of the second object, the sun. |
| Meter: | The repetition of stressed and unstressed syllables in a line of poetry. |
| Mood: | The prevailing emotions of a work or of the author in his or her creation of the work. The mood of a work is not always what might be expected based on its subject matter. |
| Multiple-meaning Words: | Words that have several meanings depending upon how they are used in a sentence. |

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| Narrative: | Text which conveys a story or which relates events or dialogue; contrast with expository text. |
| Nonfiction: | Prose writing that is not fictional; designed primarily to explain, argue, instruct, or describe rather than entertain. For the most part, its emphasis is factual. |
| Omniscient: | The narrative perspective from which a literary work is presented to the reader from a "godlike" perspective, unrestricted by time or place, from which to see actions and look into the minds of characters. This allows the author to comment openly on characters and events in the work. |
| Onomatopoeia: | The use of words whose sounds express or suggest their meaning. In its simplest sense, onomatopoeia may be represented by words that mimic the sounds they denote such as "hiss" or "meow". |
| Paraphrase: | Restate text or passage in other words, often to clarify meaning or show understanding. |
| Pattern book: | A book with a predictable language structure and often written with predictable text, also known as predictable book. |
| Personification: | An object or abstract idea given human qualities or human form (e.g., <i>Flowers danced about the lawn.</i>). |
| Phonics: | The relationship between letters and sounds fundamental in beginning reading. |
| Plot: | The structure of a story. The sequence in which the author arranges events in a story. The structure often includes the rising action, the climax, the falling action and the resolution. The plot may have a protagonist who is opposed by an antagonist, creating what is called conflict. |
| Poetic Purpose: | Text with literary devices and language peculiar to poetry (e.g. stanza, rhyme, meter, etc). |
| Poetry: | In its broadest sense, writing that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery, connotative and concrete words. Some poetry has a carefully constructed structure based on rhythmic patterns. Poetry typically relies on words and expressions that have several layers of meaning (figurative language). It may also make use of the effects of regular rhythm on the ear and may make a strong appeal to the senses through the use of imagery. |

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| Point of view: | The way in which an author reveals characters, events and ideas in telling a story; the vantage point from which the story is told. |
| Possessive: | A form of a noun or pronoun that indicates possession. In English the possessive of singular nouns is usually formed by the addition of an apostrophe and “s.” |
| Prefix: | A Prefixes are groups of letters that can be placed before a word to alter its meaning. |
| Print Media: | Print media include such forms as newspapers, periodicals, magazines, books, newsletters, advertising, memos, business forms, etc. |
| Problem/Solution: | An organizational structure in nonfiction texts, where the author typically presents a problem and possible solutions to it. |

Propaganda Techniques and Persuasive

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| Tactics: | <p>Propaganda techniques and persuasive tactics are used to influence people to believe, buy, or do something. Students should be able to identify and comprehend the propaganda techniques and persuasive tactics listed below.</p> <ol style="list-style-type: none"> 1. Name-calling is an attack on a person instead of an issue. 2. A bandwagon appeal tries to persuade the reader to do, think or buy something because it is popular or because “everyone” is doing it. 3. A red herring is an attempt to distract the reader with details not relevant to the argument. 4. An emotional appeal tries to persuade the reader by using words that appeal to the reader’s emotions instead of to logic or reason. 5. A testimonial attempts to persuade the reader by using a famous person to endorse a product or idea (for instance, the celebrity endorsement). 6. Repetition attempts to persuade the reader by repeating a message over and over again. 7. A sweeping generalization (stereotyping) makes an oversimplified statement about a group based on limited information. 8. A circular argument states a conclusion as part of the proof of the argument. 9. An appeal to numbers, facts, or statistics attempts to persuade the reader by showing how many people think something is true. |
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| Public document: | A document that focuses on civic issues or matters of public policy at the community level and beyond. |
| Reading critically: | Reading in which a questioning attitude, logical analysis and inference are used to judge the worth of text; evaluating relevancy and adequacy of what is read; the judgment of validity or worth of what is read, based on sound criteria. |
| Reading rate: | The speed at which a person reads, usually silently. |
| Research: | A systematic inquiry into a subject or problem in order to discover, verify or revise relevant facts or principles having to do with that subject or problem. |
| Resolution: | The portion of a story following the climax, in which the conflict is resolved. The resolution of Jane Austen's <i>Northanger Abbey</i> is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled." |
| Retell: | A child is asked to recount in her/his own words a story or article that has just been read. The exercise encourages the youngster to think conceptually and look at the bigger picture, but also include details of character, plot, setting, conflict and resolution or main ideas and important supporting details. |
| Rhyme: | Identical or very similar recurring final sounds in words usually at the end of lines of a poem. |
| Rhythm: | The pattern or beat of a poem. |
| Rising Action: | The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point. |
| Root Word: | A root word is one to which prefixes and suffixes can be added to form different words. These new words are derived from the root word and are called derivatives or derivations. The root word <i>help</i> , for example, can be built up into the derivatives <i>helpful</i> , <i>unhelpful</i> , <i>helpless</i> , <i>helper</i> and more. |
| Satire: | A literary tone used to ridicule or make fun of human vice or weakness. |

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| Self-monitor: | A comprehension strategy; knowing or recognizing when what one is reading or writing is not making sense. |
| Semantics: | The study of meaning in language. |
| Setting: | The time and place in which a story unfolds. |
| Simile: | A comparison of two unlike things in which a word of comparison (<i>like</i> or <i>as</i>) is used (e.g., <i>She eats like a bird.</i>). |
| Sonnet: | A lyric poem of fourteen lines whose rhyme scheme is fixed. The rhyme scheme in the Italian sonnets of Petrarch is <i>abbaabba cdecde</i> . The Petrarchian sonnet has two divisions: the first is of eight lines (the octave), and the second is of six lines (the sestet). The rhyme scheme of the English, or Shakespearean sonnet is <i>abab cdcd efef gg</i> . |
| Source: | |
| Primary Source: | Text and/or artifacts that tell or show a first-hand account of an event; original works used when researching (e.g. letters, journals). |
| Secondary Source: | Text and/or artifacts used when researching that are derived from something original (e.g. biographies, magazine articles, research papers). |
| Story Maps: | A visual representation of a story that provides an overview including characters, setting, the problem, and resolution or ending. |
| Subject area: | An organized body of knowledge; a discipline; a content area. |
| Suffix: | Suffixes are groups of letters placed after a word to modify its meaning or change it into a different word group, from an adjective to an adverb, etc. |
| Summarize: | To capture all the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and - as far as possible - in the readers own words. |

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| Style: | How an author writes; an author's use of language; its effects and appropriateness to the author's intent and theme. |
| Symbolism: | A device in literature where an object represents an idea. |
| Synonym: | One of two or more words in a language that have highly similar meanings (e.g., sorrow, grief, sadness). |
| Syntax: | The pattern or structure of word order in sentences, clauses and phrases. |
| Target Words: | Words that students are expected to know. Often students are asked to identify other words that are antonyms and synonyms of target words. Sometimes students are asked to identify the meaning of a target word given in context. |
| Text Structure: | The author's method of organizing a text. |
| | <i>Literary Structure:</i> An organizational structure found in fiction or literary nonfiction (e.g., foreshadowing, flashback). |
| | <i>Nonfiction Structure:</i> An organizational structure found in nonfiction (e.g., sequence, question-answer, cause-effect, problem–solution, etc.). |
| Theme: | A topic of discussion or writing; a major idea broad enough to cover the entire scope of a literary work. |
| Thesis: | The basic argument advanced by a speaker or writer who then attempts to prove it; the subject or major argument of a speech or composition. |
| Third Person: | A perspective in literature, the "third person" point of view presents the events of the story from outside of any single character's perception, much like the omniscient point of view, but the reader must understand the action as it takes place and without any special insight into characters' minds or motivations. |
| Tone: | The attitude of the author toward the audience and characters (e.g., serious or humorous). |
| Validity: | Refers to statements that have the appearance of truth or reality. |

Venn Diagrams: The Venn diagram is made up of two or more overlapping circles. In language arts instruction, Venn Diagrams are useful for examining similarities and differences in characters, stories, poems, events, processes ~~major~~ and major ideas between two texts etc.

Voice: The fluency, rhythm and liveliness in writing that make it unique to the writer.