Keystone Exams: Literature

Assessment Anchors and Eligible Content

with Sample Questions and Glossary

Pennsylvania Department of Education

www.education.state.pa.us

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PENNSYLVANIA DEPARTMENT OF EDUCATION

General Introduction to the Keystone Exam Assessment Anchors

Introduction

Since the introduction of the Keystone Exams, the Pennsylvania Department of Education (PDE) has been working to create a set of tools designed to help educators improve instructional practices and better understand the Keystone Exams. The Assessment Anchors, as defined by the Eligible Content, are one of the many tools the Department believes will better align curriculum, instruction, and assessment practices throughout the Commonwealth. Without this alignment, it will not be possible to significantly improve student achievement across the Commonwealth.

How were Keystone Exam Assessment Anchors developed?

Prior to the development of the Assessment Anchors, multiple groups of PA educators convened to create a set of standards for each of the Keystone Exams. Enhanced Standards, derived from a review of existing standards, focused on what students need to know and be able to do in order to be college and career ready. (Note: Since that time, PA Core Standards have replaced the Enhanced Standards and reflect the college- and career-ready focus.) Additionally, the Assessment Anchors and Eligible Content statements were created by other groups of educators charged with the task of clarifying the standards assessed on the Keystone Exams. The Assessment Anchors, as defined by the Eligible Content, have been designed to hold together, or *anchor*, the state assessment system and curriculum/instructional practices in schools.

Assessment Anchors, as defined by the Eligible Content, were created with the following design parameters:
  ➢ **Clear:** The Assessment Anchors are easy to read and are user friendly; they clearly detail which standards are assessed on the Keystone Exams.
  ➢ **Focused:** The Assessment Anchors identify a core set of standards that can be reasonably assessed on a large-scale assessment; this will keep educators from having to guess which standards are critical.
  ➢ **Rigorous:** The Assessment Anchors support the rigor of the state standards by assessing higher-order and reasoning skills.
  ➢ **Manageable:** The Assessment Anchors define the standards in a way that can be easily incorporated into a course to prepare students for success.

How can teachers, administrators, schools, and districts use these Assessment Anchors?

The Assessment Anchors, as defined by the Eligible Content, can help focus teaching and learning because they are clear, manageable, and closely aligned with the Keystone Exams. Teachers and administrators will be better informed about which standards will be assessed. The Assessment Anchors and Eligible Content should be used along with the standards and the Curriculum Framework of the Standards Aligned System (SAS) to build curriculum, design lessons, and support student achievement.

The Assessment Anchors and Eligible Content are designed to enable educators to determine when they feel students are prepared to be successful in the Keystone Exams. An evaluation of current course offerings, through the lens of what is assessed on those particular Keystone Exams, may provide an opportunity for an alignment to ensure student preparedness.

How are the Assessment Anchors organized?

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 module, then by Assessment Anchor, followed by Anchor Descriptor, and then finally, at the greatest level of detail, by an Eligible Content statement. The common format of this outline is followed across the Keystone Exams.

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

➢ **Module:** The Assessment Anchors are organized into two thematic modules for each of the Keystone Exams. The module title appears at the top of each page. The module level is important because the Keystone Exams are built using a module format, with each of the Keystone Exams divided into two equal-size test modules. Each module is made up of two or more Assessment Anchors.

➢ **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 that anchor the content of the Keystone Exams. Each Assessment Anchor is part of a module and has one or more Anchor Descriptors unified under it.

➢ **Anchor Descriptor:** Below each Assessment Anchor is a specific Anchor Descriptor. The Anchor Descriptor level provides further details that delineate the scope of 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 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 content that is assessed on the Keystone Exams. This level is considered the assessment limit and helps educators identify the range of the content covered on the Keystone Exams.

➢ **PA Core Standards:** In the column to the right of each Eligible Content statement is a code representing one or more Pennsylvania Core Standards that correlate to the Eligible Content statement. Some Eligible Content statements include annotations that indicate certain clarifications about the scope of an Eligible Content.

○ "e.g." ("for example")—sample approach, but not a limit to the Eligible Content
○ "Note"—content exclusions or definable range of the Eligible Content

How do the K–12 Pennsylvania Core Standards affect this document?

Assessment Anchor and Eligible Content statements are aligned to the PA Core Standards; thus, the former enhanced standards are no longer necessary. Within this document, all standard references reflect the PA Core Standards.

Standards Aligned System—www.pdesas.org

Pennsylvania Department of Education—www.education.state.pa.us

MODULE 1—FICTION

ASSESSMENT ANCHOR		
L.F.1 Reading for Meaning—Fiction		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	**L.F.1.1.1** Identify and/or analyze the author's intended purpose of a text.	**CC.1.3.9–10.A** **CC.1.3.9–10.B** **CC.1.3.9–10.C** **CC.1.3.9–10.E**
	L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	
	L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	

Sample Exam Questions

Standard L.F.1.1.1

What is the author's purpose in writing the passage?

A. to explain how a place got its name

B. to describe the personality of one ruler

C. to teach an important lesson about life

D. to describe a place in the season of winter

Standard L.F.1.1.1

Explain what the author's purpose is for writing the passage. Use information from the passage to support your explanation.

MODULE 1—FICTION

Sample Exam Questions

Standard L.F.1.1.2

Which addition to the passage could **best** support the author's purpose?

A. a description of Mrs. Tolowski's apartment in the city

B. an explanation of why Dr. Ellenworth became a veterinarian

C. a conversation between Dr. Ellenworth and Mrs. Tolowski

D. an explanation of Mrs. Tolowski's behavior toward Dr. Ellenworth

Standard L.F.1.1.3

Read the sentence from the poem.

"The yellow flowers turned their happy faces toward the sun and smiled."

How does the poet's use of personification help to communicate an idea in the poem?

A. It establishes the speaker's feelings about flowers.

B. It conveys the speaker's recollection of a memory.

C. It shows the speaker's observations about nature.

D. It indicates the speaker's need for acceptance.

MODULE 1—FICTION

ASSESSMENT ANCHOR			
L.F.1	Reading for Meaning—Fiction		
Anchor Descriptor		Eligible Content	PA Core Standards
L.F.1.2	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.	CC.1.3.9–10.I CC.1.3.9–10.J
		L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	
		L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	
		L.F.1.2.4 Draw conclusions about connotations of words.	

Sample Exam Questions

Standard L.F.1.2.1

Which word is a synonym for enact?

A. accomplish

B. promote

C. understand

D. concentrate

Standard L.F.1.2.2

The prefix "in-" helps the reader know that "inexplicable" means

A. explained again.

B. explained incorrectly.

C. not able to be explained.

D. over explained.

Standard L.F.1.2.3

Read the sentence from the passage.

"Carl helped Mr. Henderson pick up the books to alleviate the clutter in the room."

What does the word alleviate mean as used in the sentence?

A. lessen

B. produce

C. compile

D. expand

Standard L.F.1.2.4

Read the sentence from the passage.

"As Rafael read the first chapter of the book, he became famished to know the ending."

Which feeling is being suggested by the use of the word famished?

A. eagerness

B. compassion

C. selfishness

D. confusion

MODULE 1—FICTION

ASSESSMENT ANCHOR		
L.F.1 Reading for Meaning—Fiction		

Anchor Descriptor	Eligible Content	PA Core Standards
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs.	CC.1.3.9–10.A CC.1.3.9–10.B
	L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	

Sample Exam Questions

Standard L.F.1.3.1

Based on information in the passage, why does Mrs. Allen visit different places in town each day?

A. She has to complete many errands.

B. She has forgotten her journal.

C. She wishes to meet many people in town.

D. She buys new clothes at different stores in town.

Standard L.F.1.3.2

Read the incomplete summary of the passage.

- Seagraves walks down toward the oxen.
- He lies down on the ground and watches the different animals at work and at play.
- Seagraves hears the neighbors as they go about their daily lives.
- _____

Which sentence **best** completes the summary?

A. Seagraves hears the cry of birds.

B. Seagraves is inspired by the scenes of the land.

C. Seagraves is nervous about the surrounding activity.

D. Seagraves hears the sound of wagons.

MODULE 1—FICTION

ASSESSMENT ANCHOR		
L.F.2 Analyzing and Interpreting Literature—Fiction		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.F.2.1 Use appropriate strategies to make and support interpretations of literature.	**L.F.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.	CC.1.3.9–10.B
	L.F.2.1.2 Cite evidence from a text to support generalizations.	

Sample Exam Questions

Standard L.F.2.1.1

What does Samuel most likely do at the end of the passage after he looks at the landscape?

A. He eats dinner with Rob.

B. He visits his neighbors.

C. He goes out to the field to do some work.

D. He goes to the meadow to watch the gophers.

Standard L.F.2.1.1

Read the statement from the passage.

" . . . silence was the only speech amid such splendors."

Explain the significance of this statement to the passage. Use information from the passage to support your explanation.

MODULE 1—FICTION

Sample Exam Question

Standard L.F.2.1.2

Which sentence from the passage **best** supports the generalization that beauty comes in many forms?

A. "The lark's infrequent whistle, piercingly sweet, broke from the longer grass in the swales nearby."

B. "It was the second year of the town's existence, and Carl had not yet grown restless under its monotony."

C. "Many a night, Carl lay in his bunk against the side of his cabin and reflected on the past."

D. "The rattle of wagons and the voices of men speaking to their teams multiplied."

MODULE 1—FICTION

ASSESSMENT ANCHOR			
L.F.2 **Analyzing and Interpreting Literature—Fiction**			
Anchor Descriptor		**Eligible Content**	**PA Core Standards**
L.F.2.2	Use appropriate strategies to compare, analyze, and evaluate literary forms.	**L.F.2.2.1** Analyze how literary form relates to and/or influences meaning of a text.	**CC.1.3.9–10.G** **CC.1.3.9–10.H**
		L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	
		L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	
		L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	

Sample Exam Questions

Standard   L.F.2.2.1

How does the author's use of fiction as a literary form influence the meaning of the passage?

A. It allows the author to present facts about life in the Midwest.

B. It allows the reader to learn about the author's family life.

C. It allows the author to use persuasive techniques to create an argument.

D. It allows the reader to understand how the main character feels.

Standard   L.F.2.2.3

In which way are the poem and the passage similar?

A. Both examine the value of nature in bringing serenity to life.

B. Both suggest that family always supports its members.

C. Both examine how hard life can be living in a big city.

D. Both reveal that experience brings clarity to one's thoughts.

Standard   L.F.2.2.2

Which characteristic of the passage **best** indicates to readers that it is fiction rather than informational nonfiction?

A. the use of active verbs

B. the development of tone

C. the description of the conflict

D. the organization of the text

Standard   L.F.2.2.4

How does the reader know that the passage is narrative prose rather than drama?

A. The author uses the elements of plot.

B. The author uses paragraphs.

C. The author uses dialogue.

D. The author uses figurative language.

MODULE 1—FICTION

ASSESSMENT ANCHOR		
L.F.2 Analyzing and Interpreting Literature—Fiction		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	**L.F.2.3.1** Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text	**CC.1.3.9–10.A** **CC.1.3.9–10.C** **CC.1.3.9–10.D** **CC.1.3.9–10.E** **CC.1.3.9–10.F**
	L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)	
	L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action	
	L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period	
	L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate <u>tone, style, and/or mood</u> in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style	
	L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of fiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole	

MODULE 1—FICTION

Sample Exam Questions

Standard L.F.2.3.1

Which word **best** describes Maria in the passage?

A. supportive

B. conceited

C. reflective

D. stubborn

Standard L.F.2.3.2

Which sentence **best** describes the relationship of the setting to the plot in the passage?

A. The setting provides the main source of conflict.

B. The setting makes it easy for a problem to be solved.

C. The setting is unimportant to the climax.

D. The setting explains the rising action.

Standard L.F.2.3.3

Which sentence from the passage **best** represents the conflict?

A. "It was about five o'clock on a day in late June . . . "

B. "Teams were moving here and there across the sod . . . "

C. " 'It is necessary to act this way!' he exclaimed."

D. " 'Say, ain't y' comin' t' eat?' he asked impatiently."

Standard L.F.2.3.4

Which universal theme is **most** reflected in the passage?

A. Family is the most important element of life.

B. Family always provides a warm welcome to its members.

C. Being years away from family creates a longing to return home.

D. Being years away from family can build one's independence.

Standard L.F.2.3.5

How does the author's style help to create the mood of the passage?

A. The descriptive language creates a relaxing mood.

B. The objective language creates an indifferent mood.

C. The complex language creates a formal mood.

D. The sarcastic language creates an irritated mood.

Standard L.F.2.3.6

Why is an omniscient narrator most likely used to describe events in the passage?

A. to develop a biased attitude toward Allysa

B. to provide further understanding of both sisters' feelings

C. to explain why Allysa had been away from home for so long

D. to describe the conditions on the family farm

MODULE 1—FICTION

ASSESSMENT ANCHOR			
L.F.2 Analyzing and Interpreting Literature—Fiction			
Anchor Descriptor		Eligible Content	PA Core Standards
L.F.2.4	Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	CC.1.3.9–10.H

Sample Exam Question

Standard L.F.2.4.1

Based on the passage, which American cultural idea is **most** emphasized?

A. frugality

B. independence

C. love for land

D. respect for rights

MODULE 1—FICTION

ASSESSMENT ANCHOR			
L.F.2	Analyzing and Interpreting Literature—Fiction		
Anchor Descriptor		**Eligible Content**	**PA Core Standards**
L.F.2.5	Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	**L.F.2.5.1** Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text.	**CC.1.3.9–10.E** **CC.1.3.9–10.F**
		L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices.	
		L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	

Sample Exam Questions

Standard L.F.2.5.1

Read the sentence from the passage.

"Javier's fancy white shirt and blue-striped silk tie with a gold-rimmed gem shone brightly as he sat down at the dinner table among his commonly dressed family."

What is the effect of the imagery used to describe Javier's clothes?

A. It shows Javier feels superior to his family.

B. It implies Javier feels uncomfortable around his family.

C. It emphasizes the differences between Javier and his family.

D. It suggests the time of year that Javier visits his family.

Standard L.F.2.5.2

What is the rhyme scheme of the first stanza of the poem?

A. a b c b

B. a b a b

C. a b c a

D. a b c d

Standard L.F.2.5.3

Which stage direction from the passage **best** reveals insight into James' personality?

A. "(*He rises from the chair.*)"

B. "(*as he walks toward the door*)"

C. "(*with a certain solemnity*)"

D. "(*He turns and recites the words.*)"

MODULE 2—NONFICTION

ASSESSMENT ANCHOR		
L.N.1 **Reading for Meaning—Nonfiction**		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	**L.N.1.1.1** Identify and/or analyze the author's intended purpose of a text.	CC.1.2.9–10.C CC.1.2.9–10.E CC.1.2.9–10.F
	L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose.	
	L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.	
	L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.	

Sample Exam Questions

Standard L.N.1.1.1

What is the author's purpose in writing the passage?

A. to share the facts of the events of the war

B. to give an account of a specific time in her life

C. to compare herself to the other working nurses

D. to describe the way the hospital is managed

Standard L.N.1.1.2

Which additional information would **best** support the author's purpose?

A. dialogue between the author and people he meets

B. details about why the author has traveled to Australia

C. the names of people the author meets in Australia

D. an explanation of where the author has traveled before

Standard L.N.1.1.3

Read the sentence from the passage.

"Sydney Harbor is shaped somewhat like an oak leaf—a roomy sheet of lovely blue water, with narrow off-shoots of water running up into the country on both sides between long fingers of land . . . "

How does the author's use of imagery in the sentence help to communicate an idea?

A. It gives a vivid description that suggests vastness of landscape.

B. It gives details that portray a rich city life.

C. It gives a bland description that suggests a dull population.

D. It gives information that indicates great wealth.

MODULE 2—NONFICTION

Sample Exam Questions

Standard L.N.1.1.4

Which statement **best** describes how the author's use of the phrase "the hen laid hardboiled eggs" influences the reader?

A. The phrase suggests that there are many chickens in Australia.

B. The phrase implies that Australia was not as hot as the author's home.

C. The phrase indicates how hot Australia could be in the summer.

D. The phrase shows that the author was surprised at how sunny it was in Australia.

Standard L.N.1.1.4

Read the sentence from the passage.

"New York's compact geography and increasingly robust bicycle infrastructure make it ideally situated to reap significant transportation benefits from a bike-share program."

Explain how the author's use of the words "compact geography" influences the reader. Use information from the passage to support your explanation.

MODULE 2—NONFICTION

ASSESSMENT ANCHOR		
L.N.1 **Reading for Meaning—Nonfiction**		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.N.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	**L.N.1.2.1** Identify and/or apply a synonym or antonym of a word used in a text.	CC.1.2.9–10.J CC.1.2.9–10.K
	L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.	
	L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	
	L.N.1.2.4 Draw conclusions about connotations of words.	

Sample Exam Questions

Standard L.N.1.2.1

Which word is a synonym for <u>forbearance</u>?

A. profit

B. deficiency

C. glory

D. restraint

Standard L.N.1.2.2

The suffix "-tion" helps the reader know that the word "abstraction" means

A. a person who forms an idea.

B. the result of forming an idea.

C. the belief in forming an idea.

D. without forming an idea.

Standard L.N.1.2.3

Read the sentence from the passage.

"Growing up in a family that liked adventure equipped her with the skills to be <u>gregarious</u> in social situations."

What does the word <u>gregarious</u> mean as it is used in the sentence?

A. illogical

B. ethical

C. dignified

D. outgoing

MODULE 2—NONFICTION

Sample Exam Questions

Standard L.N.1.2.4

Read the sentence from the passage.

"I look up at the birds as they <u>glide</u> in unison on the wind."

What is being suggested by the use of the word <u>glide</u>?

A. strength

B. effort

C. grace

D. speed

MODULE 2—NONFICTION

ASSESSMENT ANCHOR			
L.N.1 **Reading for Meaning—Nonfiction**			
Anchor Descriptor	**Eligible Content**		**PA Core Standards**
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	**L.N.1.3.1**	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note</u>: Items may target specific paragraphs.	**CC.1.2.9–10.A** **CC.1.2.9–10.B** **CC.1.2.9–10.C**
	L.N.1.3.2	Summarize the key details and events of a nonfictional text, in part or as a whole.	
	L.N.1.3.3	Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	

Sample Exam Questions

Standard L.N.1.3.1

According to the passage, what was Franklin's first job upon arriving in Philadelphia?

A. baker

B. sailor

C. printer

D. teacher

Standard L.N.1.3.2

Read the incomplete summary of the passage.

- Apples are a commonly eaten fruit with many health benefits.
- Apples are good for the heart since they contain antioxidants, fiber, and flavonoids.
- Studies have shown that apples can provide protection against asthma.
- _____

Which sentence **best** completes the summary?

A. Cloudy apple juice is better for the body than clear apple juice.

B. People should eat three medium-sized apples per week to get their key benefits.

C. The apple is actually a member of the rose family.

D. The apple tree originally came from Europe and Asia.

MODULE 2—NONFICTION

Sample Exam Question

Standard L.N.1.3.3

Based on information in the passage, how does the fiber in apples relate to improved heart health?

A. Fiber can help protect the walls of blood vessels from damage.

B. Fiber helps the oxygen in blood work more efficiently.

C. Fiber can help keep bad cholesterol levels under control.

D. Fiber helps keep blood platelets from clumping together.

MODULE 2—NONFICTION

ASSESSMENT ANCHOR		
L.N.2 Analyzing and Interpreting Literature—Nonfiction		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.N.2.1 Use appropriate strategies to make and support interpretations of literature.	**L.N.2.1.1** Make inferences and/or draw conclusions based on analysis of a text.	CC.1.2.9–10.B
	L.N.2.1.2 Cite evidence from a text to support generalizations.	

Sample Exam Questions

Standard L.N.2.1.1

Based on information in the passage, what conclusion can be made about apples?

A. They should be eaten every day.

B. They are usually sweet in flavor.

C. They are expensive since many are grown in other countries.

D. They have substances that benefit many organs of the body.

Standard L.N.2.1.2

Which statement from the passage **best** supports the generalization that the sport of curling requires careful strategy?

A. "The weight of a thrown rock affects the amount of curl, but a rock's progress can be altered by judicious sweeping to polish the ice in front of it . . . "

B. "You have to think several rocks ahead to make sure that, at the completion of each end of 16 rocks, your rocks are closest to the button, the center of the house."

C. "The team receives one point for each of their rocks that is within the house and is closer to the center than any of the opposition's rocks."

D. "Added complications are that there are rocks in positions that block your access to the center of the target . . . "

MODULE 2—NONFICTION

ASSESSMENT ANCHOR		
L.N.2 Analyzing and Interpreting Literature—Nonfiction		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	**L.N.2.2.1** Analyze how literary form relates to and/or influences meaning of a text.	CC.1.2.9–10.G
	L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.	
	L.N.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.	

Sample Exam Questions

Standard L.N.2.2.1

How does the author's use of autobiography as a literary form influence the meaning of the passage?

A. The autobiography form requires the use of figurative language.

B. The autobiography form suggests the use of facts to support opinions.

C. The autobiography form permits instructions to be conveyed clearly.

D. The autobiography form allows for a focus on the person's life events.

Standard L.N.2.2.3

In what way are the two passages **most** similar?

A. Each presents challenges experienced during Georges Bizet's childhood.

B. Each focuses on the same period of time in Georges Bizet's life.

C. Each presents details about Georges Bizet's formal music education.

D. Each focuses on how other musicians influenced Georges Bizet's work.

Standard L.N.2.2.2

Which characteristic **most** identifies the passage as nonfiction rather than fiction?

A. the thematic message

B. the use of paragraphs

C. the use of active verbs in forming sentences

D. the use of statistics from research studies

MODULE 2—NONFICTION

ASSESSMENT ANCHOR

L.N.2   Analyzing and Interpreting Literature—Nonfiction

Anchor Descriptor	Eligible Content	PA Core Standards
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	**L.N.2.3.1** Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of nonfiction: <u>Note</u>: Character may also be called narrator, speaker, or subject of a biography. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text	**CC.1.2.9–10.A** **CC.1.2.9–10.C** **CC.1.2.9–10.D**
	L.N.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of nonfiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements)	
	L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of nonfiction: <u>Note</u>: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action	
	L.N.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of nonfiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period	
	L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate <u>tone, style, and/or mood</u> in a variety of nonfiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style	
	L.N.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of nonfiction: • the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole	

MODULE 2—NONFICTION

Sample Exam Questions

Standard L.N.2.3.1

Which word **best** describes the author of the passage?

A. arrogant

B. jealous

C. dedicated

D. animated

Standard L.N.2.3.2

What is the relationship between the setting and the characterization of Florence Nightingale?

A. Florence Nightingale is born in Italy and is eager to have adventures traveling in Europe.

B. Florence Nightingale grows up in England but has a calling to be a nurse in Turkey.

C. Florence Nightingale grows up in Italy but becomes dissatisfied with small town life.

D. Florence Nightingale is born in England and is satisfied to live there for her entire life.

Standard L.N.2.3.3

Which sentence **best** describes the conflict of the events in the passage?

A. Florence wants to write poetry, but her teacher thinks she has little talent.

B. Florence wants to go to Italy, but her parents believe she is too young to travel alone in another country.

C. Florence wants to move to Russia, but her sister thinks it is too far away from home.

D. Florence wants to study mathematics, but her parents think the subject is unsuitable for girls.

Standard L.N.2.3.4

Which sentence **best** states a theme in the passage?

A. Family endures many trials and troubles.

B. Greatness requires indifference to the opinions of others.

C. There are few friends who will make extreme sacrifices.

D. Happiness comes from a productive life.

Standard L.N.2.3.5

How does the author's style contribute to the tone of the passage?

A. The author's use of positive language creates an admiring tone.

B. The author's use of negative language creates a bitter tone.

C. The author's use of objective language creates an impartial tone.

D. The author's use of figurative language creates a humorous tone.

Standard L.N.2.3.6

What is the effect of the first person point of view in the passage?

A. It gives an objective description of Franklin's actions.

B. It provides a historical perspective of Franklin's contributions.

C. It gives an entertaining account of Franklin's influence on others.

D. It provides a thorough understanding of Franklin's opinions.

MODULE 2—NONFICTION

ASSESSMENT ANCHOR		
L.N.2 **Analyzing and Interpreting Literature—Nonfiction**		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.N.2.4 Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	**L.N.2.4.1** Identify, analyze, and evaluate the structure and format of complex informational texts.	**CC.1.2.9–10.C** **CC.1.2.9–10.E**
	L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.	
	L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.	
	L.N.2.4.4 Make connections between a text and the content of graphics and charts.	
	L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	

Sample Exam Questions

Standard L.N.2.4.1

What is the main organizational structure of the passage?

A. sequence of events

B. problem and solution

C. cause and effect

D. compare and contrast

Standard L.N.2.4.2

According to the passage, what should be done first when getting ready to photograph a person outside?

A. Zoom in all the way on the person's face.

B. Arrange the scene so that the sun is behind the person.

C. Take the picture so that the background is as far away as possible.

D. Take the picture in the early morning.

Standard L.N.2.4.3

What effect does the text organization have on the passage?

A. It allows the reader to understand the nature of Nightingale's relationship with her family.

B. It helps the reader to understand the sequence of events in Nightingale's life.

C. It helps the reader to understand Nightingale's unusual childhood by comparing it to others of her time.

D. It helps the reader to understand solutions to problems that Nightingale found during her travels.

MODULE 2—NONFICTION

Sample Exam Questions

Standard L.N.2.4.4

Based on information in the chart and the passage, what conclusion can be made about butterflies?

A. Many species of butterflies eat nectar from the same types of flowers.

B. Butterflies sometimes perch on flowers to warm up their wings.

C. Butterflies tend to live in areas of the country where it is cooler.

D. Many species of butterflies eat more nectar from herbs than from flowers.

Standard L.N.2.4.5

How does the chart help to clarify information in the passage?

A. It provides information on how to take a photograph with a digital camera.

B. It lists brands of digital cameras that are available within a certain price range.

C. It gives tips on how to use a digital camera to take the best photographs.

D. It lists important specifications to consider when buying a digital camera.

MODULE 2—NONFICTION

ASSESSMENT ANCHOR		
L.N.2 Analyzing and Interpreting Literature—Nonfiction		
Anchor Descriptor	**Eligible Content**	**PA Core Standards**
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	**L.N.2.5.1** Differentiate between fact and opinion.	CC.1.2.9–10.H
	L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.	
	L.N.2.5.3 Distinguish essential from nonessential information.	
	L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.	
	L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.	
	L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	

Sample Exam Questions

Standard L.N.2.5.1

Which sentence from the passage contains an opinion?

A. "However, what is less known about this amazing woman is her love of mathematics . . . "

B. "Nightingale's elder sister had been born in Naples the year before."

C. "The early education of Parthenope and Florence was placed in the hands of governesses . . . "

D. "One of the people who also influenced Nightingale was the Belgian scientist Quetelet."

Standard L.N.2.5.2

Read the sentence from the passage.

" . . . her zeal, her devotion, and her perseverance would yield to no rebuff and to no difficulty."

What does the opinion used in the sentence contribute to the passage?

A. It indicates that some people have a negative opinion of Florence Nightingale.

B. It implies that Florence Nightingale was concerned with what others thought of her.

C. It suggests that Florence Nightingale is dedicated to the success of her work.

D. It shows that some people admire the use of mathematics by Florence Nightingale.

MODULE 2—NONFICTION

Sample Exam Questions

Standard L.N.2.5.3

Which detail is **least** essential to the overall understanding of the passage?

A. the footnote explaining the piano soundboard

B. the year the piano was invented by a harpsichord maker

C. the instrument from which the piano was derived

D. the pitches the different strings on the piano represent

Standard L.N.2.5.4

Which persuasive technique does the author use by including the results of a survey?

A. emotional appeal

B. stereotype

C. bandwagon

D. appeal to statistics

Standard L.N.2.5.5

Read the sentence from the speech.

"If you choose to use your status and influence to raise your voice on behalf of those who have no voice; if you choose to identify not only with the powerful, but also with the powerless; if you retain the ability to imagine yourself into the lives of those who do not have your advantages, then it will not only be your proud families who celebrate your existence, but thousands and millions of people whose reality you have helped change."

Why is the propaganda technique used in the sentence effective?

A. It convinces the reader that merely imagining change will make it a reality.

B. It persuades the reader to be friends with only those who have power.

C. It convinces the reader that everyone has a responsibility to help others.

D. It persuades the reader to want to please relatives by achieving success.

Sample Exam Questions

Standard L.N.2.5.6

Why does the author use a personal anecdote about failure?

A. to gain sympathy for the failures she has endured

B. to show how failure and imagination are related

C. to emphasize that young people should embrace failure

D. to prove a point about the role of failure in building success

Standard L.N.2.5.6

Analyze how the author constructs the argument in the passage. Use examples from the passage to support your analysis.

KEYSTONE LITERATURE ASSESSMENT ANCHORS
KEY TO SAMPLE MULTIPLE-CHOICE ITEMS

Literature

Eligible Content	Key
L.F.1.1.1	C
L.F.1.1.2	D
L.F.1.1.3	C
L.F.1.2.1	A
L.F.1.2.2	C
L.F.1.2.3	A
L.F.1.2.4	A
L.F.1.3.1	C
L.F.1.3.2	B

Eligible Content	Key
L.F.2.1.1	A
L.F.2.1.2	A
L.F.2.2.1	D
L.F.2.2.2	C
L.F.2.2.3	A
L.F.2.2.4	B
L.F.2.3.1	C
L.F.2.3.2	B
L.F.2.3.3	D
L.F.2.3.4	D
L.F.2.3.5	A
L.F.2.3.6	B
L.F.2.4.1	C
L.F.2.5.1	C
L.F.2.5.2	A
L.F.2.5.3	C

Eligible Content	Key
L.N.1.1.1	B
L.N.1.1.2	B
L.N.1.1.3	A
L.N.1.1.4	C

Eligible Content	Key
L.N.1.2.1	D
L.N.1.2.2	B
L.N.1.2.3	D
L.N.1.2.4	C
L.N.1.3.1	C
L.N.1.3.2	B
L.N.1.3.3	C

Eligible Content	Key
L.N.2.1.1	D
L.N.2.1.2	B
L.N.2.2.1	D
L.N.2.2.2	D
L.N.2.2.3	D
L.N.2.3.1	C
L.N.2.3.2	B
L.N.2.3.3	D
L.N.2.3.4	D
L.N.2.3.5	C
L.N.2.3.6	D
L.N.2.4.1	D
L.N.2.4.2	B
L.N.2.4.3	B
L.N.2.4.4	A
L.N.2.4.5	D
L.N.2.5.1	A
L.N.2.5.2	C
L.N.2.5.3	B
L.N.2.5.4	D
L.N.2.5.5	C
L.N.2.5.6	D

Keystone Exams: Literature

Glossary to the
Assessment Anchor & Eligible Content

The Keystone Glossary includes terms and definitions associated with the Keystone Assessment Anchors and Eligible Content. The terms and definitions included in the glossary are intended to assist Pennsylvania educators in better understanding the Keystone Assessment Anchors and Eligible Content. The glossary does not define all possible terms included on an actual Keystone Exam, and it is not intended to define terms for use in classroom instruction for a particular grade level or course.

Pennsylvania Department of Education

Assessment Anchor & Eligible Content Glossary

Affix
One or more letters occurring as a bound form attached to the beginning, end, or base of a word and serving to produce a derivative word or an inflectional form (e.g., a prefix or suffix).

Allegory
A form of extended metaphor in which objects, persons, and actions in a narrative are equated with meanings that lie outside the narrative itself. The underlying meaning may have moral, social, religious, or political significance, and characters are often personifications of abstract ideas such as charity, greed, or envy.

Alliteration
The repetition of initial 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 in meaning to another word.

Argument/Position
The position or claim the author establishes. Arguments should be supported with valid evidence and reasoning and balanced by the inclusion of counterarguments that illustrate opposing viewpoints.

Author's Purpose
The author's intent either to inform or teach someone about something, to entertain people or to persuade or convince his/her audience to do or not do something.

Bias
The subtle presence of a positive or negative approach toward a topic.

Assessment Anchor & Eligible Content Glossary

Biography	A written account of another person's life.
Character	A person, animal or inanimate object portrayed in a literary work.
Characterization	The method an author uses to reveal characters and their various traits and personalities (e.g., direct, indirect).
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/Contrast	Place together characters, situations, or ideas to show common and/or differing features in literary selections.
Conflict/Problem	A struggle or clash between opposing characters, forces, or emotions.
Connotation	The range of associations that a word or phrase suggests in addition to its dictionary meaning.
Context Clues	Words and phrases in a sentence, paragraph, and/or whole text, which help reason out the meaning of an unfamiliar word.
Cultural Significance	The generally accepted importance of a work representing a given culture.
Defense of a Claim	Support provided to mark an assertion as reasonable.

Assessment Anchor & Eligible Content Glossary

Dialect

A variety of a language distinct from the standard variety in pronunciation, grammar, or vocabulary.

Dialogue

In its widest sense, dialogue is simply conversation between characters or speakers in a literary work; in its most restricted sense, it refers specifically to the speech of characters in a drama.

Diction

An author's choice of words, phrases, sentence structures and figurative language, which combine to help create meaning and tone.

Differentiate

Distinguish, tell apart, and recognize differences between two or more items.

Drama

The genre of literature represented by works intended for the stage; a work to be performed by actors on stage, radio, or television; play.

Dramatic Script

The written text of a play, which includes the dialogue between characters, stage directions and often other expository information.

Draw Conclusion

To make a judgment or decision based on reasoning rather than direct or implicit statement.

Elements of Fiction

Traits that mark a work as imaginative or narrative discourse (e.g., plot, theme, symbol).

Elements of Nonfiction

Traits that mark a work as reportorial, analytical, informative or argumentative (e.g., facts, data, charts, graphics, headings).

Assessment Anchor & Eligible Content Glossary

Evaluate

Examine and judge carefully. To judge or determine the significance, worth or quality of something; to assess.

Explain

To make understandable, plain or clear.

Explicit

Clearly expressed or fully stated in the actual text.

Exposition

A narrative device, often used at the beginning of a work that provides necessary background information about the characters and their circumstances.

Fact

A piece of information provided objectively, presented as true.

Falling Action

The part of a literary plot that is characterized by diminishing tensions and the resolution of the plot's conflicts and complications.

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.

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 narrating character may offer opinions about the action and characters that differ from those of the author.

Assessment Anchor & Eligible Content Glossary

Flashback An organizational device used in literature to present action that occurred before current (present) time of the story. Flashbacks are often introduced as the dreams or recollections of one or more characters.

Focus The center of interest or attention.

Foreshadowing An organizational device used in literature to create expectation or to set up an explanation of later developments.

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).

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.

Hyperbole An exaggeration or overstatement (e.g., *I had to wait forever.*)

Imagery Descriptive or figurative language in a literary work; the use of language to create sensory impressions.

Implicit Though unexpressed in the actual text, meaning that may be understood by the reader; implied.

Assessment Anchor & Eligible Content Glossary

Inference

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

Informational Text

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).

Interpret

To give reasons through an explanation to convey and represent the meaning or understanding of a text.

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.

Key/Supporting Details

Points of information in a text that strongly support the meaning or tell the story. Statements that define, describe, or otherwise provide information about the topic, theme, or main idea.

Key Words

Specific word choices in a text that strongly support the tone, mood, or meaning of the text.

Literary Device

Tool used by the author to enliven and provide voice to the text (e.g., dialogue, alliteration).

Literary Element

An essential technique used in literature (e.g., characterization, setting, plot, theme).

Literary Form

The overall structure or shape of a work that frequently follows an established design. Forms may refer to a literary type (narrative, short story) or to patterns of meter, lines, and rhymes (stanza, verse).

Assessment Anchor & Eligible Content Glossary

Literary Movement

A trend or pattern of shared beliefs or practices that mark an approach to literature (e.g., Realism, Naturalism, Romanticism).

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 text, biography, memoir and the essay.

Main Idea

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

The comparison of two unlike things in which no words of comparison (*like* or *as*) are used (e.g., *The speech gave me food for thought.*)

Monologue

An extended speech spoken by one speaker, either to others or as if alone.

Mood

The prevailing emotions or atmosphere of a work derived from literary devices such as dialogue and literary elements such as setting. The mood of a work is not always what might be expected based on its subject matter.

Motif

A recurring subject, theme, or idea in a literary work.

Multiple-meaning Words

Words that have several meanings depending upon how they are used in a sentence.

Narrative

A story, actual or fictional, expressed orally or in text.

Assessment Anchor & Eligible Content Glossary

Narrator
A person, animal, or thing telling the story or giving an account of something.

Nonfiction
Text that is not fictional; designed primarily to explain, argue, instruct or describe rather than entertain. For the most part, its emphasis is factual.

Opinion
A personal view, attitude, or appraisal.

Personification
An object or abstract idea given human qualities or human form (e.g., *Flowers danced about the lawn.*)

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.

Poetry
In its broadest sense, text that aims to present ideas and evoke an emotional experience in the reader through the use of meter, imagery and 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.

Point of View
The position of the narrator in relation to the story, as indicated by the narrator's outlook from which the events are depicted (e.g., first person, third person limited, third person omniscient, etc). The perspective from which a speaker or author recounts a narrative or presents information. The author's manner in revealing characters, events, and ideas; the vantage point from which a story is told.

Prefix
Groups of letters placed before a word to alter its meaning.

Assessment Anchor & Eligible Content Glossary

Propaganda

Information aimed at positively or negatively influencing the opinions or behaviors of large numbers of people.

Propaganda Techniques

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.

1. **Name-calling** is an attack on a person instead of an issue.

2. **Bandwagon** tries to persuade the reader to do, think or buy something because it is popular or because "everyone" is doing it.

3. **Red herring** is an attempt to distract the reader with details not relevant to the argument.

4. **Emotional appeal** tries to persuade the reader by using words that appeal to the reader's emotions instead of to logic or reason.

5. **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. **Sweeping generalization (stereotyping)** makes an oversimplified statement about a group based on limited information.

8. **Circular argument** states a conclusion as part of the proof of the argument.

9. **Appeal to numbers, facts, or statistics** attempts to persuade the reader by showing how many people think something is true.

Resolution

The portion of a story following the climax in which the conflict is resolved. The resolution of Jane Austen's *Northanger Abbey* is neatly summed up in the following sentence: "Henry and Catherine were married, the bells rang and everybody smiled."

Rising Action

The part of a story where the plot becomes increasingly complicated. Rising action leads up to the climax, or turning point.

Assessment Anchor & Eligible Content Glossary

Satire

A literary approach that ridicules or examines human vice or weakness.

Sentence Variety

Various sentence structures, styles, and lengths that can enhance the rhythm of or add emphasis to a piece of text. The presence of multiple sentence structures in a text (simple, complex, compound, compound-complex) and/or various sentence beginnings (e.g., dependent and independent clauses, phrases, single words).

Sequence of Steps

A literary organizational form that presents the order in which tasks are to be performed.

Setting

The time and place in which a story unfolds.

Simile

A comparison of two unlike things in which a word of comparison (*like* or *as*) is used (e.g., *The ant scurried as fast as a cheetah.*)

Soliloquy

A dramatic speech, revealing inner thoughts and feelings, spoken aloud by one character while alone on the stage.

Sound Devices

Elements of literature that emphasize sound (e.g., assonance, consonance, alliteration, rhyme, onomatopoeia).

Speaker

The voice used by an author to tell/narrate a story or poem. The speaker is often a created identity, and should not automatically be equated with the author. See also narrator and point of view.

Stage Direction

A playwright's written instructions provided in the text of a play about the setting or how the actors are to move and behave in a play.

Assessment Anchor & Eligible Content Glossary

Structure of Poem
The rhyming pattern, meter, grammar, and imagery used by a poet to convey meaning.

Style
The author's choices regarding language, sentence structure, voice, and tone in order to communicate with the reader.

Suffix
Groups of letters placed after a word to alter its meaning or change it into a different kind of word, from an adjective to an adverb, etc.

Summarize
To capture all of the most important parts of the original text (paragraph, story, poem), but express them in a much shorter space, and as much as possible in the reader's own words.

Symbolism
A device in literature where an object represents an idea.

Synonym
A word that is similar in meaning to another word (e.g., sorrow, grief, sadness).

Syntax
The ordering of words into meaningful verbal patterns such as phrases, clauses, and sentences.

Text Organization/Structure
The author's method of structuring a text; the way a text is structured from beginning to end. In literary works, the structure could include flashback and foreshadowing, for example. In nonfiction works, the structure could include sequence, question-answer, cause-effect, etc.

Theme
A topic of discussion or work; a major idea broad enough to cover the entire scope of a literary work. A theme may be stated or implied. Clues to the theme may be found in the prominent and/or recurring ideas in a work.

Assessment Anchor & Eligible Content Glossary

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, characters, subject or the work itself (e.g., serious, humorous).

Universal Character

A character that symbolically embodies well-known meanings and basic human experiences, regardless of when or where he/she lives (e.g., hero, villain, intellectual, dreamer).

Universal Significance

The generally accepted importance or value of a work to represent human experience regardless of culture or time period.

Voice

The fluency, rhythm, and liveliness in a text that make it unique to the author.

Keystone Exams: Literature

Assessment Anchors and Eligible Content
with Sample Questions and Glossary

April 2014