# Keystone Exams: Literature
## Assessment Anchors and Eligible Content

*Pennsylvania Department of Education*

# 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.

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 could be reasonably assessed on a large-scale assessment, which 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 equally-sized 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 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.

**Enhanced Standard:** In the column to the right of each Eligible Content statement is a code representing one or more Enhanced Standards that correlate to the Eligible Content statement.

## What impact will the implementation of the K–12 Common Core Standards have on the content of this document?

It is anticipated that there will be significant alignment between PA's Academic Standards and the Common Core. Every effort will be made to ensure that the alignment of the standards to the Assessment Anchors and Eligible Content is maintained. As more information becomes available, PDE will inform state educators.

**Standards Aligned System** — http://www.pdesas.org/          **Pennsylvania Department of Education** — www.education.state.pa.us

**ASSESSMENT ANCHOR**

**L.F.1     Reading for Meaning—Fiction**

| Anchor Descriptor | | Eligible Content | | Enhanced Standard |
|---|---|---|---|---|
| **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. | 1.1.L.A |
| | | **L.F.1.1.2** | Explain, describe, and/or analyze examples of a text that support the author's intended purpose. | 1.1.L.A |
| | | **L.F.1.1.3** | Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept. | 1.1.L.A 1.3.L.C 1.3.L.D |

| Anchor Descriptor | | Eligible Content | | Enhanced Standard |
|---|---|---|---|---|
| **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. | 1.1.L.C |
| | | **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. | 1.1.L.C |
| | | **L.F.1.2.3** | Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. | 1.1.L.C |
| | | **L.F.1.2.4** | Draw conclusions about connotations of words. | 1.1.L.C |

| Anchor Descriptor | | Eligible Content | | Enhanced Standard |
|---|---|---|---|---|
| **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.<br>Note: Items may target specific paragraphs. | 1.1.L.D |
| | | **L.F.1.3.2** | Summarize the key details and events of a fictional text, in part or as a whole. | 1.1.L.D |

| ASSESSMENT ANCHOR | | | |
|---|---|---|---|
| **L.F.2   Analyzing and Interpreting Literature—Fiction** | | | |
| **Anchor Descriptor** | **Eligible Content** | | **Enhanced Standard** |
| **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. | | 1.2.L.D |
| | **L.F.2.1.2**  Cite evidence from a text to support generalizations. | | 1.2.L.D |
| **Anchor Descriptor** | **Eligible Content** | | **Enhanced Standard** |
| **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. | | 1.3.L.A |
| | **L.F.2.2.2**  Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. | | 1.3.L.A |
| | **L.F.2.2.3**  Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. | | 1.1.L.D 1.3.L.A 1.3.L.B |
| | **L.F.2.2.4**  Compare and evaluate the characteristics that distinguish narrative, poetry, and drama. | | 1.3.L.A |

| Anchor Descriptor | Eligible Content | Enhanced Standard |
|---|---|---|
| **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:<br>Note**:** Character may also be called narrator or speaker.<br>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text<br>• the relationship between characters and other components of a text<br>• the development of complex characters and their roles and functions within a text | 1.3.L.C |
| | **L.F.2.3.2** Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of fiction:<br>• the relationship between setting and other components of a text (character, plot, and other key literary elements) | 1.3.L.C |
| | **L.F.2.3.3** Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of fiction:<br>Note**:** Plot may also be called action.<br>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)<br>• the relationship between elements of the plot and other components of a text<br>• how the author structures plot to advance the action | 1.3.L.C |
| | **L.F.2.3.4** Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of fiction:<br>• the relationship between the theme and other components of a text<br>• comparing and contrasting how major themes are developed across genres<br>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres<br>• the way in which a work of literature is related to the themes and issues of its historical period | 1.3.L.A<br>1.3.L.B<br>1.3.L.C |
| | **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:<br>• the relationship between the tone, style, and/or mood and other components of a text<br>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text<br>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style | 1.3.L.C |
| | **L.F.2.3.6** Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of fiction:<br>• the point of view of the narrator as first person or third person point of view<br>• the impact of point of view on the meaning of a text as a whole | 1.3.L.C |

| Anchor Descriptor | | Eligible Content | Enhanced Standard |
|---|---|---|---|
| **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. | 1.3.L.A 1.3.L.B |

| Anchor Descriptor | | Eligible Content | Enhanced Standard |
|---|---|---|---|
| **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. | 1.3.L.D |
| | **L.F.2.5.2** | Identify, explain, and analyze the structure of poems and sound devices. | 1.3.L.D |
| | **L.F.2.5.3** | Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script. | 1.3.L.D |

| ASSESSMENT ANCHOR | | |
|---|---|---|
| **L.N.1    Reading for Meaning—Nonfiction** | | |

| Anchor Descriptor | Eligible Content | Enhanced Standard |
|---|---|---|
| **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. | 1.1.L.A |
| | **L.N.1.1.2**  Explain, describe, and/or analyze examples of a text that support the author's intended purpose. | 1.1.L.A |
| | **L.N.1.1.3**  Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. | 1.1.L.A 1.3.L.C |
| | **L.N.1.1.4**  Explain how an author's use of key words or phrases in text informs and influences the reader. | 1.1.L.A |

| Anchor Descriptor | Eligible Content | Enhanced Standard |
|---|---|---|
| **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. | 1.1.L.C |
| | **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. | 1.1.L.C |
| | **L.N.1.2.3**  Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. | 1.1.L.C |
| | **L.N.1.2.4**  Draw conclusions about connotations of words. | 1.1.L.C |

| Anchor Descriptor | Eligible Content | Enhanced Standard |
|---|---|---|
| **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. <br> <u>Note</u>: Items may target specific paragraphs. | 1.1.L.D |
| | **L.N.1.3.2**  Summarize the key details and events of a nonfictional text, in part or as a whole. | 1.1.L.D |
| | **L.N.1.3.3**  Analyze the interrelationships of ideas and events in text to determine how one idea or event may interact and influence another. | 1.1.L.D |

| ASSESSMENT ANCHOR | | | |
|---|---|---|---|
| **L.N.2   Analyzing and Interpreting Literature—Nonfiction** | | | |
| **Anchor Descriptor** | **Eligible Content** | | **Enhanced Standard** |
| **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. | 1.2.L.D |
| | **L.N.2.1.2** | Cite evidence from a text to support generalizations. | 1.2.L.D |
| **Anchor Descriptor** | **Eligible Content** | | **Enhanced Standard** |
| **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. | 1.3.L.A |
| | **L.N.2.2.2** | Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. | 1.3.L.A |
| | **L.N.2.2.3** | Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. | 1.1.L.D 1.3.L.A 1.3.L.B |

| Anchor Descriptor | Eligible Content | Enhanced Standard |
|---|---|---|
| **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:<br>Note**:** Character may also be called narrator, speaker, or subject of a biography.<br>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text<br>• the relationship between characters and other components of a text<br>• the development of complex characters and their roles and functions within a text | 1.3.L.C |
| | **L.N.2.3.2**  Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of nonfiction:<br>• the relationship between setting and other components of a text (character, plot, and other key literary elements) | 1.3.L.C |
| | **L.N.2.3.3**  Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of nonfiction:<br>Note**:** Plot may also be called action.<br>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)<br>• the relationship between elements of the plot and other components of a text<br>• how the author structures plot to advance the action | 1.3.L.C |
| | **L.N.2.3.4**  Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of nonfiction:<br>• the relationship between the theme and other components of a text<br>• comparing and contrasting how major themes are developed across genres<br>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres<br>• the way in which a work of literature is related to the themes and issues of its historical period | 1.3.L.A<br>1.3.L.B<br>1.3.L.C |
| | **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:<br>• the relationship between the tone, style, and/or mood and other components of a text<br>• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text<br>• how diction, syntax, figurative language, sentence variety, etc., determine the author's style | 1.3.L.C |
| | **L.N.2.3.6**  Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of nonfiction:<br>• the point of view of the narrator as first person or third person point of view<br>• the impact of point of view on the meaning of a text as a whole | 1.3.L.C |

| Anchor Descriptor | | Eligible Content | Enhanced Standard |
|---|---|---|---|
| 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. | 1.2.L.E |
| | | **L.N.2.4.2** Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. | 1.2.L.E |
| | | **L.N.2.4.3** Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. | 1.2.L.E |
| | | **L.N.2.4.4** Make connections between a text and the content of graphics and charts. | 1.2.L.E |
| | | **L.N.2.4.5** Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts. | 1.2.L.E |
| Anchor Descriptor | | Eligible Content | Enhanced Standard |
| 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. | 1.2.L.C |
| | | **L.N.2.5.2** Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. | 1.2.L.C |
| | | **L.N.2.5.3** Distinguish essential from nonessential information. | 1.2.L.C |
| | | **L.N.2.5.4** Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. | 1.2.L.C |
| | | **L.N.2.5.5** Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. | 1.2.L.C |
| | | **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. | 1.2.L.C |