Broken Into More Specific

L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

Describe how a text supports the author's intended purpose. Explain how the author achieves his or her intended purpose. Analyze how the author's use of language, stylistic devices, and/or details supports the author's intended purpose. (Explain, describe, and analyze are all different terms that mean different things. Students are often confused when all three are lumped together as if they are interchangeable when they are not. Separating them into three statements allows for differentiation between the three.)

I don't care to do this here.

L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

It's like I said previously. Because these are all three different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into three statements - one for "analyze", one for "interpret", and one for "evaluate" would make things clearer.

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.

Identify and/or explain the stated or implied main idea of a text. Identify and/or explain the relevant details that support the main idea of a text. (Students often have difficulty differentiating between the main idea and a supporting detail. Therefore, it might be better to give a focus to each one separately.)

These are two distinct skills. (Implied is open to many different answers.)

L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.

{Add more detail and specific information. This standard is too general.}

L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

Analyze connections between texts. (The usage of so many verbs together bogs down the sentence, leading to student confusion, especially with the usage of and/or.)

It's like I said previously. Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.F.2.3.1:
Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: <u>Character</u> may also be called narrator or speaker.

- **the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text**
- **the relationship between characters and other components of a text**
- **the development by authors of complex characters and their roles and functions within a text**

Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.F.2.3.2:
Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

- **the relationship between setting and other components of the text (character, plot, and other key literary elements)**

Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.F.2.3.3:

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: <u>Plot</u> 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 the text**
- **how the author structures plot to advance the action**

Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.F.2.3.4:

Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- **the relationship between the theme and other components of the 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**

Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.F.2.3.5:

Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction:

- **the relationship between the tone, style, and/or mood and other components of the text**
- **how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text**
- **how diction, syntax, figurative language, sentence variety, etc., determine the author's style**

Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.F.2.3.6:
Explain, interpret, compare, describe, analyze, and/or evaluate point of view 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 the text as a whole**

Because these are all different terms, when they are grouped together, it is confusing to determine the expectations for the eligible content. Separating them into individual statements would make things clearer.

L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

Test (Test)

Different Grade

L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.

4

L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

11

5

6

8

L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

11

12

5

8

9

L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

5

8

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.
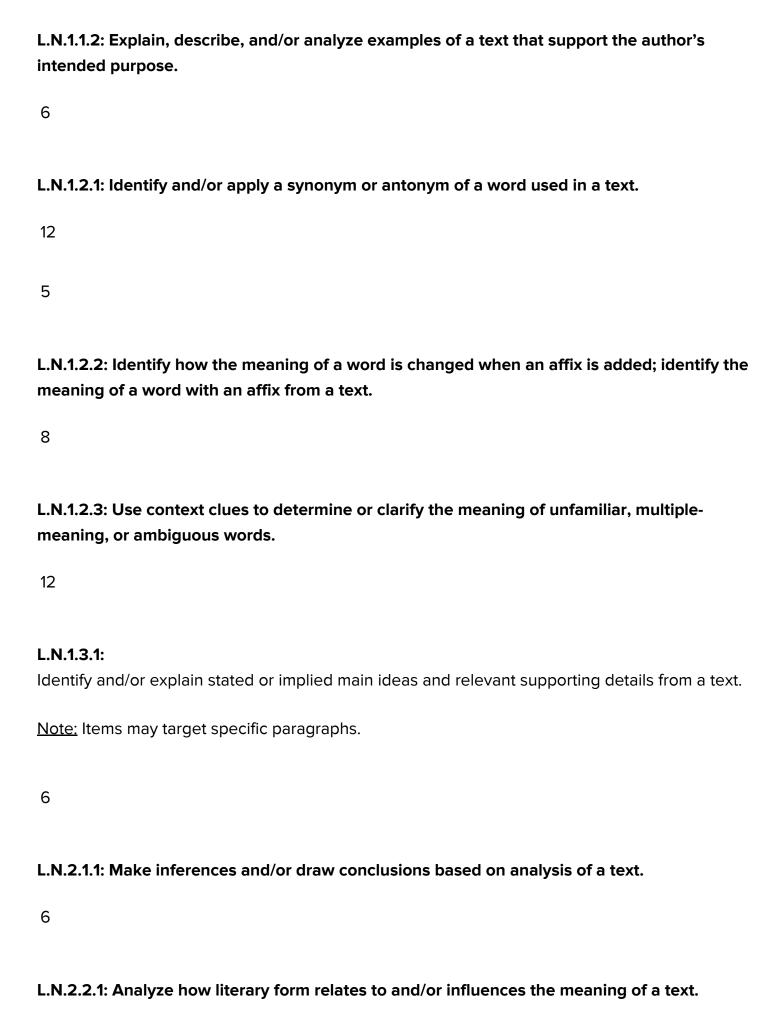
5

6

8

L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

7

8

L.F.1.2.4: Draw conclusions about connotations of words

10

11

12

9

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.

9

7

L.F.1.3.2: Summarize the key details and events of a fictional text, in part or as a whole.

4

8

L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.

5

6

L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

11

5

L.F.2.3.1:

Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: Character may also be called narrator or speaker.

- **the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text**
- **the relationship between characters and other components of a text**
- **the development by authors of complex characters and their roles and functions within a text**

10

4

L.F.2.3.4:

Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- **the relationship between the theme and other components of the 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

6

L.F.2.3.5:
Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction:

- the relationship between the tone, style, and/or mood and other components of the text
- how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text
- how diction, syntax, figurative language, sentence variety, etc., determine the author's style

6

L.F.2.5.2:
Identify, explain, and analyze the structure of poems and sound devices.

6

8

L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

8

L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.

6

L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

6

L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

12

5

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.

8

L.N.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

12

L.N.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.

6

L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.

6

L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.

L.N.2.3.3:

Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:

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 the text**
- **how the author structures plot to advance the action**

7

L.N.2.3.4:

Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- **the relationship between the theme and other components of the 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**

7

L.N.2.5.1: Differentiate between fact and opinion.

4

Rewritten

L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.

Analyze the author's intended purpose of a text. (These should be two different statements. Identifying purpose should be at a lower grade level, but analyzing author's purpose should remain.)

Identify and/or analyze the author's reason why he/she wrote the text.

L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

My comment here does not exactly fit into this category. My comment has more to do with the questions in the review. Including the reading passage associated with a sample question of this type would more accurately demonstrate the relationship between the Eligible Content statement and the question(s). (I have 21 credits of graduate work in Industrial and Organizational psychology. I worked in industry, developing tests, surveys and training materials for large police and fire department, as well as surveys regarding job satisfaction and organizational effectiveness in both the public and private sector.)

L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

Analyze, interpret and evaluate how authors use techniques and elements of fiction (list the elements) to effectively communicate an idea or concept.

Any of the options could be correct.

Interpret how effective literary devices are in various genres.

Pay me and I will do this. (Analysis, interpretation , and evaluation are distinct and different skills)

What is the poet trying to show about the speaker by using personification? (more specific focus and questioning)

What mood might the author's use of personification be conveying in this quotation?

I cannot rewrite this statement, since I do not understand what it is looking for. (I am not certain what is being asked, and I was a literature major. The sample question given is also unclear.

None of the answers seems to be a useful description of what the author is trying to convey, which is a spirit of joyfulness.)

L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

Identify and/or apply a synonym or antonym of a word used in an extended text. (the possible responses of the sample question are unclear, containing two that are possible 'synonyms' depending upon if there is greater information or not provided than the simple sentence of the question)

Rather than "what is a synonym for enact," enact should be used in context and the student should be able to decode with context clues as the content says: synonym or antonym of word used in text.

The statement is fine. The sample is not. (In the sample question, NONE of the choices is a direct synonym for the word "enact" (to put into practice or into force). The closest word is "accomplish", which means to finish, not to begin.)

To enact is to either: 1. make a law, legislate or approve something or 2. considered a way to perform or put on a presentation. (None of the examples given is close enough to the daily American vernacular.)

Using the context clue of inference, choose the best synonym or antonym. Using the context clue of definition or antonym or synonym..... (With the ease and use of technology, students vocabulary has greatly diminished. By stating the type of context clue, perhaps an association can be made. It is not likely they will use the vocabulary word provided anytime soon in their every day speaking or writing.)

What does it mean to apply a synonym or antonym? Does this really mean, "Identify and/or correctly use a synonym or antonym of a word used in a text"?

Identify the denotation and connotation of a word used in a text.

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.

...and then using it in a sentence

His negative response to me was inexplicable, since he had previously indicated that he enjoyed the water. The prefix in in the word inexplicable means (Meaning of a word and the prefix decoded from context--the prefix in has several meanings and to be identified in isolation is confusing.)

How is the meaning of a word changed when you add a suffix?

L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

Carl helped Mr. Jones move the stacks of books to alleviate the burden the elderly teacher was attempting to carry.

L.F.1.2.4: Draw conclusions about connotations of words

famished is rarely, if ever, used in this context. It appears to be purposely confusing to trick students. Why?

Famished is a dumb vocabulary word to use here. (Famished refers specifically to physical, biological hunger. Eliminate "famished" with "keen" or "avid.")

famished is completely misused--it would be marked poor use in any essay (These passages are creating poor writing in students.)

Famished should be used with food. (Context clue is not obvious when famished is used with reading, not eating.)

I am not in disagreement over the eligible content; however, the sample question is poorly designed. That question should ask for the feeling that the whole sentence is suggesting NOT the feeling that the word "famished" is suggesting.

Which adjective could be substituted for the use of the word famished? A. Eager B. Compassionate C. Selfish D. Confused (The illegible content is fine, yet the question is misleading. The sentence references an adjective--"Famished"--yet the question asks about

feelings associated with the word. I believe the question is could confused students into responding incorrectly.Which)

L.F.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.

Test (Test)

L.F.1.3.2: Summarize the key details and events of a fictional text, in part or as a whole.

The sample is vague and not a strong indicator of a student's ability to summarize real content in fiction.

L.F.2.1.2: Cite evidence from a text to support generalizations

I like the statement as it is. See below (The sample question has answers that don't make sense, unless the sense is to be found in the context of the passage. I understand that you are concerned with eligible content, here, but the samples you have provided expose a deeper issue - that the test is made to be ridiculously difficult, so that average students will become discouraged because the answers given don't make any sense.)

L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.

Isn't rewriting the question your job? ("The author's use of fiction as a literary form" seems to be confusing. If you want the students to know about literary elements, ask about the specific elements.)

L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

Isn't rewriting the question your job? ("The author's use of fiction as a literary form" seems to be confusing. If you want the students to know about literary elements, ask about the specific elements.l)

L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

Compare connections between texts. (All other words imply critical and individual thought processes and therefore should not be asked when giving a multiple choice question.)

Replace "which way".

L.F.2.3.1:
Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction:

Note: <u>Character</u> may also be called narrator or speaker.

- **the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional text**
- **the relationship between characters and other components of a text**
- **the development by authors of complex characters and their roles and functions within a text**

{Often the vocabulary used for the responses is too high and students miss the question NOT because they do not understand the question and/or passage but because they do not know the meanings of the options}

L.F.2.3.2:
Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

- **the relationship between setting and other components of the text (character, plot, and other key literary elements)**

Compare settings in a variety of fiction: (Again, other words imply the answer should leave room for his/her own words, not MC)

L.F.2.3.3:
Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction:

Note: <u>Plot</u> 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 the text**
- **how the author structures plot to advance the action**

Without a context this is vague; the responses are rather vague, though one choice kind of hints at a conflict.

L.F.2.3.4:
Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:

- **the relationship between the theme and other components of the 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**

Two of the choices are moralistic, not thematic.

L.F.2.3.5:
Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction:

- **the relationship between the tone, style, and/or mood and other components of the text**
- **how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text**
- **how diction, syntax, figurative language, sentence variety, etc., determine the author's style**

A. the descriptive DICTION creates a relaxing mood. (The glossary uses the definition of "diction" to describe the author's language. Don't use language, use the jargon....diction.)

Too much language and choice in the choices. Simplify.

L.F.2.5.2:
Identify, explain, and analyze the structure of poems and sound devices.

leave as is (I DON'T think it should be re-written. I just want to say how happy I am that a rhyme scheme question FINALLY came up! In teaching sonnets, so much effort is placed on the format of the poem...iambic pentameter, rhyme scheme, 14 lines etc... never to see it outside of the classroom!)

L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

This question requires an understanding of the word "solemnity"; this is a vocabulary question.

L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

The responses don't fit the question, "vastness" is the problem-word

L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.

Analyze how literary form (list the forms) relates to and/or influences the meaning of a text (By listing the types of literary forms, you ensure that teachers focus on the during the year. Otherwise, it's too vague.)

L.N.2.3.1:
Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:

Note: <u>Character</u> may also be called narrator, speaker, or subject of a biography.

- **the actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within nonfictional text**
- **the relationship between characters and other components of a text**

- **the development by authors of complex characters and their roles and functions within a text**

Which word best describes the author "for the majority of the passage" or "for most of the passage".... (Since authors usually express more than one emotion in a writing , this question needs to be more specific in the time frame in order to be a fair question.)

Why are we judging the author? What about narrator?

L.N.2.3.3:
Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:

Note: <u>Plot</u> 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 the text**
- **how the author structures plot to advance the action**

Explain, interpret, compare, describe, analyze, and/or evaluate organizational structure in a variety of nonfiction: (Plot should not be applied to non-fiction.)

L.N.2.3.4:
Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of nonfiction:

- **the relationship between the theme and other components of the 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**

Again, these choices moralize theme.

L.N.2.3.5:
Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:

- **the relationship between the tone, style, and/or mood and other components of the text**
- **how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text**
- **how diction, syntax, figurative language, sentence variety, etc., determine the author's style**

Students need more precise insight to help them answer questions like these. Not all passages are enriched with tones.

the author's diction (again...diction not language could be used.)

L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.

What needs to be explained here is that it is not just literature. This standard reflects all disciplines such as social studies and sciences.

L.N.2.5.1: Differentiate between fact and opinion.

This is not a question that is fair to all of PA's students. It's too hard. The answer is debatable.

This should be in a social studies curriculum.

L.N.2.5.2: Explain, interpret, describe, and/or analyze the use of facts and opinions in the text.

Perhaps a journalism class could use this statement. This is not a literary concept in the literature curriculum.

L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.

Which statement best describes how the author's use of the HYPERBOLE, "the hen laid hard boiled eggs"... (The question should focus on the influence of a hyperbole, not the identification and influence of a hyperbole. The original question requires two tasks written to look as one.)

Should Be Deleted

L.F.1.1.1: Identify and/or analyze the author's intended purpose of a text.

I feel that analyzing an author's intended purpose is not objective enough.

It is absolutely pointless to ask students to interpret the author's intent or purpose in any given text. It doesn't truly matter what the author intends, it only matters that it is there. There are so many themes and ideas presented in literature. Forcing students to narrow it down in multiple choice format does not prove or disprove their knowledge of author's intent.

L.F.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

I feel that analyzing an author's intended purpose is not objective enough.

It is absolutely pointless to ask students to interpret the author's intent or purpose in any given text. It doesn't truly matter what the author intends, it only matters that it is there. There are so many themes and ideas presented in literature. Forcing students to narrow it down in multiple choice format does not prove or disprove their knowledge of author's intent. If students do not select the correct focus for the author's intent, then they will probably, more likely, make a mistake answering this question.

Not necessary

The way this standard is written and used at this time is too specific and irrelevant to student success.

This statement is subsumed by the preceding statement.

This type of question should be deleted from the Keystone exam because the student taking the test will have a different idea of what should be added to the text than what the actual answer would be.

Not a strong question to measure evidential support, at least without the context.

L.F.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.

Successful adults do not need this skill.

The content seems to be at a very complex literary analysis level that we might ask college students to do. But if the content is actually much simpler, then it needs to be stated much more simply and clearly.

L.F.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

Isolated vocabulary is not a fair measure of competence.

Meanings are shaded and a valid argument could be made for at least two of the proposed answers.

Memorizing what a synonym or antonym is will not serve them as a life skill.

Yes

This adds a layer of critical thinking.

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.

First of all I'm a senior in high school and I never even heard the term "affix". Of course I have heard of prefix and suffix.

Isolated vocabulary is not a fair measure of competence.

See prior reason above.

L.F.1.2.3: Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.

Use of a dictionary is far better than attempting to descry the meaning of a word by its context.

L.F.1.2.4: Draw conclusions about connotations of words

Never have I once heard of connotations words. And I'm a senior in high school. Pretty sad!

If the example given is typical of the kind of question asked, the writer of the question is not competent to create such questions.

Isolated vocabulary is not a good measure of competence.

The responses will be too ambiguous and rooted in personal experiences.

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.

Explain - should be an open ended question, encourages complex thinking, not guessing

L.F.1.3.2: Summarize the key details and events of a fictional text, in part or as a whole.

None of the answers provided is one that you would believe should happen next. Two of them are distinct possibilities, but neither is the logical end to the list.

So many options could be used. In a multiple choice format, this proves nothing.

L.F.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.

Again, there's too many possibilities. Give these types of questions in the open ended section of the test -- have students prove their answer. This is how you assess their critical thinking.

There are at least two possible answers to the question.

There is no way to answer this question without having read the passage and you do not provide enough information for me to know whether or not the question is properly posed.

L.F.2.1.2: Cite evidence from a text to support generalizations

The idea of beauty is very subjective.

L.F.2.2.1: Analyze how literary form relates to and/or influences meaning of a text.

I believe that a learner needs to be able to understand how meaning is created in a text; however, I do not believe that how a specific form influences the message is all that important. We need to understand the meaning more than we need to understand the form.

I don't think this genre-specific question is important enough to be tested.

Literary form analysis is way above the capabilities of our students in PA.

Successful adults do not need this skill.

L.F.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction.

I do not see how requiring mastery of this delineation furthers the success in terms of career/college readiness for the average student-only those that may pursue a Literature major.

Successful adults do not need this skill.

This is a very low level of thought and seeks no creativity, just a right/wrong answer.

Without the context it is difficult to tell what this question is trying to achieve. Reality is the key

to this type of question. The question and the responses do not communicate the fundamental difference between the forms.

L.F.2.2.3: Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

It is impossible to know if this is a good test question without seeing the sample.

L.F.2.2.4: Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.

Factual low level thought and irrelevant to real life.

L.F.2.3.2:
Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction:

- **the relationship between setting and other components of the text (character, plot, and other key literary elements)**

Without the context I'm not sure what this is trying to achieve. The setting in literature should be a reflection of the characters, which the plot contributes to the development of as well.

L.F.2.3.5:
Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of fiction:

- **the relationship between the tone, style, and/or mood and other components of the text**
- **how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text**
- **how diction, syntax, figurative language, sentence variety, etc., determine the author's style**

It is beyond the scope of understanding for most 10th graders.

L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.

This should be used in an open-ended format.

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, and irony in a text.

Successful adults do not need this skill.

Too much memorizing of literary terms.

L.F.2.5.2:
Identify, explain, and analyze the structure of poems and sound devices.

yes

In many poems the rhyme scheme has little to do with the interpretation of the meaning of the poem. It is pointless to assess them on this skill, especially 10th graders.

Not relevant.

To be honest, I think students should only comprehend just what the poem is talking about and explain how this is beneficial for the student itself.

L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.

It is information that should be noted in instruction but is not necessary for success as a career/college ready individual

Not a necessary life skill. Too many terms to memorize again.

Successful adults do not read drama but view it.

yes

L.N.1.1.1: Identify and/or analyze the author's intended purpose of a text.

Attempting to understand author's purpose is too vague and not meaningful to future success as readers.

I feel that analyzing an author's intended purpose is not objective enough.

It is absolutely pointless to ask students to interpret the author's intent or purpose in any given text. It doesn't truly matter what the author intends, it only matters that it is there. There are so many themes and ideas presented in literature. Forcing students to narrow it down in multiple choice format does not prove or disprove their knowledge of author's intent.

L.N.1.1.2: Explain, describe, and/or analyze examples of a text that support the author's intended purpose.

I don't know enough about the context to answer this question.

I feel that analyzing an author's intended purpose is not objective enough.

It is absolutely pointless to ask students to interpret the author's intent or purpose in any given text. It doesn't truly matter what the author intends, it only matters that it is there. There are so many themes and ideas presented in literature. Forcing students to narrow it down in multiple choice format does not prove or disprove their knowledge of author's intent.

Same as above.

The objective is overkill.

L.N.1.1.3: Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.

Overkill again.

successful adults do not need this skill.

L.N.1.2.1: Identify and/or apply a synonym or antonym of a word used in a text.

Forbearance?

I think kids are more exposed to texting terms vs. Words in the dictionary.

Isolated vocabulary measures nothing.

See prior reason above.

This is a redundant guideline as it was already applied/addressed in L.F.1.2.1.

yes

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.

See prior reason above.

ye

L.N.1.2.4: Draw conclusions about connotations of words.

Not enough context given for the choices.

Please see my previous statement regarding vocabulary chosen for the test. The words must have clear connotations across the state or they are not valid choices.

Yes

L.N.1.3.2: Summarize the key details and events of a nonfictional text, in part or as a whole.

Too much emphasis is placed on nonfiction in current PA Core standards. The recommendation that high school language arts should be 75% nonfiction is robbing PA students of cultural literacy.

L.N.2.1.1: Make inferences and/or draw conclusions based on analysis of a text.

There's too many possibilities.

L.N.2.2.1: Analyze how literary form relates to and/or influences the meaning of a text.

I think the literary form is important for the choices and variance in techniques that each employs, but not to be evaluated as a comparative mode.

Not necessary

successful adults do not need this skill.

L.N.2.2.2: Compare and evaluate the characteristics that distinguish fiction from literary nonfiction

successful adults do not need this skill.

This is not important enough to be its own content item.

L.N.2.3.2:
Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:

*   **the relationship between setting and other components of the text (character, plot, and other key literary elements)**

Setting is a fictional device; in real life, the effect of the setting on a real-life figure is more debatable.

L.N.2.3.5:

Explain, interpret, compare, describe, analyze, and/or evaluate voice, tone, style, and mood in a variety of nonfiction:

- **the relationship between the tone, style, and/or mood and other components of the text**
- **how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of the text**
- **how diction, syntax, figurative language, sentence variety, etc., determine the author's style**

successful adults do not need this skill.

L.N.2.3.6:

Explain, interpret, compare, describe, analyze, and/or evaluate point of view 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 the text as a whole**

Again, the context is probably necessary, but I feel a general understanding of what the points of view offer is sufficient.

L.N.2.4.1: Identify, analyze and evaluate the structure and format of complex informational texts.

successful adults do not need this skill.

The Keystone test is called Literature. The PA Common Core recommends that ELA high school classes, which are currently 75% fiction, be switched to 75 nonfiction, changing them into Reading classes. English teachers are not prepared to teach students to read their history, science, and technical books and are being evaluated by this test. No PA textbook prepared for high school Literature has lessons designed to teach the reading of other textbook--This is NOT literature and should not be tested as such!

L.N.2.4.2: Identify, explain, compare, interpret, describe, and/or analyze the sequence of

steps in a list of directions.

The statement does not encompass the study of literature but a structure found in sciences.

L.N.2.4.3: Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.

Again, the high school "literature" test is a general "reading" test of text books. English class and English teachers should not be formed nor evaluated on "reading" as it is a different subject that should be mastered before high school in middle level reading courses.

Question is nebulous.

This statement is not about the study of literature. It is about skills for reading a textbook for other disciplines. It belongs in a reading class.

L.N.2.4.4: Make connections between the text and the content of graphics and charts.

The statement needs to be taken out of the study of literature and placed in a appropriate academic discipline.

This is NOT usually part of Literature. The test needs to be called READING, and other high school courses should be involved in the evaluation, NOT simply language arts.

Why are we assessing their ability to read a chart when we do not assess this skill in reading literature?

L.N.2.4.5: Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.

Again, why are we assessing their ability to read a chart?

The use of graphs and charts are not part of a literature curriculum but perhaps a reading curriculum in the K-8 years and then reinforced with genuine practice in science, social studies and math. This standard does not belong in the literature field.

Too much emphasis on NONfiction, not Literature, but the basic ability to READ.

L.N.2.5.3: Distinguish essential from nonessential information.

In literature, students need to read all information and find purpose through the analysis. This statement is geared for non-fiction reading which is not a study of literature.

This is the type of question that might be strong in the question writer's mind, but it's too opinion based.

L.N.2.5.4: Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

This statement does not reflect classical literature. Again, it belongs in another discipline.

L.N.2.5.5: Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.

The use of the term "propaganda" attached to positive statements will give the impression to the students that propaganda is a good thing. This gives them the belief that propaganda is a good thing. It is defined as "information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view."

This statement belongs in another discipline. Perhaps it is best for social studies and actual reading courses.

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.

There are many successful adults whom did not take this test. They are doing just fine. I do not feel that most of the government officials could pass this test. Doesn't this mean that they are incapable of passing high school and being a leader?

This statement belongs in another discipline of study, not literature.

L.N.1.1.4: Explain how an author's use of key words or phrases in text informs and influences the reader.

It's too vague and is dealt with in the author's purpose standards.

Overkill and too in depth without creativity.

Suggested Eligible Content

It seems that the information on this survey is for lower grade level students. Where are the Core Standards for the HS level?

The test is called Literature. The test should be 75% fiction consisting of works of classical authors, (students should be able to be exposed to these authors by tenth grade) Otherwise, the test is meaningless, and will cause districts to spend millions for materials to change their curriculum.

Teach them to read better and what happened to English? common core is ridiculous!!!

Since there does not appear to be another place for my input, it goes here. While I would expect a student who would be attending a four-year institution after graduation to be able to meet these standards, it is my professional opinion that there is too much eligible content for many (not ALL!) of my students who have specific learning disabilities or who have been identified as ID but are not eligible for the PASA. Also, as most adult reading is likely to be done for informational purposes rather than analyzing characters' motivation, etc, there should be more emphasis placed on understanding authentic materials vs. literature.

I believe that the test is poorly designed, is creating an atmosphere of teaching to the test, is making students despise reading. Schools should use proven tests like the IOWA.