

Reading Grade 11 Assessment Anchors and Eligible Content



Pennsylvania Department of Education

www.pde.state.pa.us

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ASSESSMENT ANCHORS**R11.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.1.1 Identify and apply the meaning of vocabulary.

R11.A.1.1.1 Identify and/or apply meaning of multiple-meaning words used in text.

R11.A.1.1.2 Identify and/or apply a synonym or antonym of a word used in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.11.B** Use context clues, knowledge of root words, and word origins as well as reference **sources** to decode and understand new words.
- 1.1.11.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
- 1.1.L.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

ASSESSMENT ANCHORS

R11.A.1 Understand fiction appropriate to grade level.

ELIGIBLE CONTENT

R11.A.1.2 Identify and apply word recognition skills.

R11.A.1.2.1 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R11.A.1.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.11.B** Use context clues, knowledge of root words, and word origins as well as reference **sources** to decode and understand new words.
- 1.1.11.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
- 1.1.L.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

ASSESSMENT ANCHORS**R11.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.1.3 Make inferences, draw conclusions, and make generalizations based on text.

R11.A.1.3.1 Make inferences and/or draw conclusions based on information from text.

R11.A.1.3.2 Cite evidence from text to support generalizations.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature..
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.11.D** Analyze inferences and draw conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject
- 1.2.11.E** Examine and respond to essential content of text and documents in all academic areas.
- 1.3.11.A** Examine the impact of diverse cultures and writers on the development and growth of literature. Describe how an author conveys intent and perspective in contemporary and historical writings

ASSESSMENT ANCHORS**R11.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.1.4 Identify and explain main ideas and relevant details.

R11.A.1.4.1 Identify and/or explains stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.11.D** Analyze inferences and draw conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.
- 1.2.11.E** Examine and respond to essential content of text and documents in all academic areas.

ASSESSMENT ANCHORS**R11.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT****R11.A.1.5** Summarize a fictional text as a whole.**R11.A.1.5.1** Summarize the key details and events of a fictional text as a whole.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

ASSESSMENT ANCHORS**R11.A.1 Understand fiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.1.6 Identify, describe, and analyze genre of text.

R11.A.1.6.1 Identify and/or analyze the author's intended purpose of text.

R11.A.1.6.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.11.A** Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the author's **theses**, accuracy, thoroughness, logic, and reasoning.
- 1.2.L.A** Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.
- 1.3.11.A** Examine the impact of diverse cultures and writers on the development and growth of literature. Describe how an author conveys intent and perspective in contemporary and historical writings.
- 1.3.L.A** Describe and **compare** the differing characteristics that distinguish the fiction and non-fiction forms of **narrative**, poetry, drama, and essay and determine how the form relates to meaning. Evaluate the impact of diverse cultures and writers on the development and growth of literature. Examine literature as it reflects traditional and contemporary **themes**, **motifs**, universal characters, and **genres**
- 1.3.11.B** Interpret and analyze works in various **genres** of literary and/or cultural significance in American and world history: Reflect a variety of **genres** in the respective major periods of literature. Represent important authors in each historical period. Reveal contrasts in major **themes**, **styles**, and trends in the respective historical periods.

ASSESSMENT ANCHORS**R11.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R11.A.2.1** Identify and apply the meaning of vocabulary in nonfiction.**R11.A.2.1.1** Identify and/or apply meaning of multiple-meaning words used in text.**R11.A.2.1.2** Identify and/or apply meaning of content-specific words used in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.11.B** Use context clues, knowledge of root words, and word origins as well as reference **sources** to decode and understand new words.
- 1.1.11.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
- 1.1.L.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

ASSESSMENT ANCHORS**R11.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.2.2 Identify and apply word recognition skills.

R11.A.2.2.1 Identify and apply how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix.

R11.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

A single vocabulary question may take two different styles: one that reprints the sentence from the passage or one that refers back to the word in the passage. Every multiple-choice stem on the test will be followed by four options.

Reference:

- 1.1.11.B** Use context clues, knowledge of root words, and word origins as well as reference **sources** to decode and understand new words.
- 1.1.11.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.
- 1.1.L.C** Analyze textual context to determine or clarify the meaning of unfamiliar or ambiguous words and to draw conclusions about nuances or connotations of words.

ASSESSMENT ANCHORS**R11.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text.

R11.A.2.3.1 Make inferences and/or draw conclusions based on information from text.

R11.A.2.3.2 Cite evidence from text to support generalizations.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.11.D** Analyze inferences and draw conclusions based on and related to an author's implicit and explicit assumptions and beliefs about a subject.
- 1.2.L.D** Analyze textual evidence to make subtle inferences and draw complex conclusions.
- 1.2.11.E** Examine and respond to essential content of text and documents in all academic areas.
- 1.3.11.A** Examine the impact of diverse cultures and writers on the development and growth of literature. Describe how an author conveys intent and perspective in contemporary and historical writings.

ASSESSMENT ANCHORS**R11.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT**

R11.A.2.4 Identify and explain main ideas and relevant details.

R11.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text.

Note: Items may target specific paragraphs.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.L.C** Distinguish between essential and non-essential information by examining an author's explicit and implicit **bias** and assumptions, beliefs about a subject, use of fact and/or opinion, and /or the author's argument or defense of a claim. Identify, infer, and distinguish the essential and non-essential details that support the main idea of complex texts.
- 1.2.11.E** Examine and respond to essential content of text and documents in all academic areas.

ASSESSMENT ANCHORS**R11.A.2 Understand nonfiction appropriate to grade level.****ELIGIBLE CONTENT****R11.A.2.5** Summarize a nonfictional text as a whole.**R11.A.2.5.1** Summarize the major points, processes, and/or events of a nonfictional text as a whole.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.

ASSESSMENT ANCHORS

R11.A.2 Understand nonfiction appropriate to grade level.

ELIGIBLE CONTENT

R11.A.2.6 Identify, describe, and analyze genre of text.

R11.A.2.6.1 Identify and/or describe the author's intended purpose of text.

R11.A.2.6.2 Explain, describe, and/or analyze examples of text that support the author's intended purpose.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

References:

- 1.1.11.A** Apply appropriate strategies to analyze, interpret, and evaluate author's use of techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.L.A** Apply appropriate strategies to analyze, interpret and evaluate how authors use techniques and elements of fiction and non-fiction for rhetorical and aesthetic purposes.
- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.11.E** Examine and respond to essential content of text and documents in all academic areas.
- 1.3.11.A** Examine the impact of diverse cultures and writers on the development and growth of literature. Describe how an author conveys intent and perspective in contemporary and historical writings.
- 1.3.L.A** Describe and **compare** the differing characteristics that distinguish the fiction and non-fiction forms of **narrative**, poetry, drama, and essay and determine how the form relates to meaning. Evaluate the impact of diverse cultures and writers on the development and growth of literature. Examine literature as it reflects traditional and contemporary **themes, motifs**, universal characters, and **genres**
- 1.3.11.B** Interpret and analyze works in various **genres** of literary and/or cultural significance in American and world history: Reflect a variety of **genres** in the respective major periods of literature. Represent important authors in each historical period. Reveal contrasts in major **themes, styles**, and trends in the respective historical periods. Examine the important philosophical, religious, social, political, or ethical ideas of the time.

ASSESSMENT ANCHORS

R11.B.1 Understand components within and between texts.

ELIGIBLE CONTENT

R11.B.1.1 Interpret, compare, describe, analyze, and evaluate components of fiction and literary nonfiction.

R11.B.1.1.1 Explain, interpret, compare, describe, analyze, and/or evaluate the relationships within fiction and literary nonfiction.

Character (may also be called narrator, speaker, subject of a biography): Explain, interpret, compare, describe, analyze, and/or evaluate character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fictional or literary nonfictional text. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between characters and other components of text.

Setting: Explain, interpret, compare, describe, analyze, and/or evaluate the setting of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between setting and other components of the text.

Plot (May also be called action): Explain, interpret, compare, describe, analyze, and/or evaluate elements of the plot (conflict, rising action, climax and/or resolution). Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between elements of the plot (conflict, rising action, climax, resolution) and other components of the text.

Theme: Explain, interpret, compare, describe, analyze, and/or evaluate the theme of fiction or literary nonfiction. Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the theme and other components of the text.

Tone, Style, Mood: Explain, interpret, compare, describe, analyze, and/or evaluate the tone, style, and/or mood

of fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between the tone, style, and/or mood and other components of the text.

Symbolism: Explain, interpret, compare, describe, analyze, and/or evaluate the use of symbolism in fiction or literary nonfiction.

Explain, interpret, compare, describe, analyze, and/or evaluate the relationship between symbolism and other components of the text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

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

Reference:

- 1.3.12.A** Interpret significant works from various forms of literature to make deeper and subtler interpretations of the meaning of text. Analyze the way in which a work of literature is related to the **themes** and issues of its historical period
- 1.3.L.A** Describe and **compare** the differing characteristics that distinguish the fiction and non-fiction forms of **narrative**, poetry, drama, and essay and determine how the form relates to meaning. Evaluate the impact of diverse cultures and writers on the development and growth of literature. Examine literature as it reflects traditional and contemporary **themes**, **motifs**, universal characters, and **genres**
- 1.3.11.C** Analyze the relationships, use, and effectiveness of **literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style)** used by one or more authors in similar **genres**.
- 1.3.L.C** Analyze the effectiveness of **literary elements** used by authors in various **genres**. Analyze how authors develop complex **characters** as well as their roles and functions in a variety of texts. Determine the effectiveness of **setting** as related to character, plot, and other key **literary elements**. Determine the effectiveness of the author's use of **point of view** as related to content and specific types of **genre**. Analyze how the author structures **plot** to advance the action. Identify major **themes** in literature, comparing and contrasting how they are developed across **genres** Explain how **voice** and choice of speaker (narrator) affect the **mood, tone**, and meaning of text. Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves **style**.
- 1.3.11.D** Analyze the effectiveness, in terms of literary quality, of the author's use of **literary devices**, (e.g., **personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire**, foreshadowing, flashback, **irony**) in various **genres**.

ASSESSMENT ANCHORS**R11.B.1 Understand components within and between texts.****ELIGIBLE CONTENT****R11.B.1.2** Make connections between texts.**R11.B.1.2.1** Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.1.11.D** Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature .
- 1.1.L.D** Demonstrate comprehension before reading, during reading, and after reading on grade level texts to support understanding of a variety of literary works from different cultures and literary movements.
- 1.2.11.C** Examine the author's explicit and implicit **bias** and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.
- 1.3.11.B** Interpret and analyze works in various **genres** of literary and/or cultural significance in American and world history: Reflect a variety of **genres** in the respective major periods of literature. Represent important authors in each historical period. Reveal contrasts in major **themes**, **styles**, and trends in the respective historical periods. Examine the important philosophical, religious, social, political, or ethical ideas of the time.

ASSESSMENT ANCHORS

R11.B.2 Understand literary devices in fictional and nonfictional text.

ELIGIBLE CONTENT

R11.B.2.1 Identify, interpret, describe, and analyze figurative language and literary structures in fiction and nonfiction.

R11.B.2.1.1 Identify, explain, interpret, describe, and/or analyze examples of personification, simile, metaphor, hyperbole, satire, imagery, foreshadowing, flashbacks and irony in text.

R11.B.2.1.2 Identify, explain, interpret, describe, and/or analyze the author's purpose for and effectiveness at using figurative language in text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.3.11.C** Analyze the relationships, use, and effectiveness of **literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style)** used by one or more authors in similar **genres**.
- 1.3.L.C** Analyze the effectiveness of **literary elements** used by authors in various **genres**. Analyze how authors develop complex **characters** as well as their roles and functions in a variety of texts. Determine the effectiveness of **setting** as related to character, plot, and other key **literary elements**. Determine the effectiveness of the author's use of **point of view** as related to content and specific types of **genre**. Analyze how the author structures **plot** to advance the action. Identify major **themes** in literature, comparing and contrasting how they are developed across **genres**. Explain how **voice** and choice of speaker (narrator) affect the **mood, tone**, and meaning of text. Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves **style**.
- 1.3.11.D** Analyze the effectiveness, in terms of literary quality, of the author's use of **literary devices**, (e.g., **personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire**, foreshadowing, flashback, **irony**) in various **genres**.
- 1.3.L.D** Interpret and analyze the author's skill in employing literary devices in various **genres**. Identify, explain, and analyze the effect of **literary devices** (e.g., figurative language, **imagery**, allegory, and **symbolism**). Identify, explain and analyze the effects of sound, form, and structure of poems. Identify and analyze how **dramatic conventions** (e.g., stage directions, monologue, dialogue, soliloquy, dialect, chorus) support, interpret, and enhance dramatic script.

ASSESSMENT ANCHOR

R11.B.2 Understand literary devices in fictional and nonfictional text.

ELIGIBLE CONTENT

R11.B.2.2 Identify, interpret, describe, and analyze the point of view of the narrator in fictional and nonfictional text.

R11.B.2.2.1 Identify, explain, interpret, describe, and/or analyze the point of view of the narrator as first person or third person point of view.

R11.B.2.2.2 Explain, interpret, describe, and/or analyze the effectiveness of the point of view used by the author.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. [See the item sampler for sample items.](#)

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

Reference:

- 1.3.11.C** Analyze the relationships, use, and effectiveness of **literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style)** used by one or more authors in similar **genres**.
- 1.3.L.C** Analyze the effectiveness of **literary elements** used by authors in various **genres**. Analyze how authors develop complex **characters** as well as their roles and functions in a variety of texts. Determine the effectiveness of **setting** as related to character, plot, and other key **literary elements**. Determine the effectiveness of the author's use of **point of view** as related to content and specific types of **genre**. Analyze how the author structures **plot** to advance the action. Identify major **themes** in literature, comparing and contrasting how they are developed across **genres**. Explain how **voice** and choice of speaker (narrator) affect the **mood, tone**, and meaning of text. Describe how an author, through the use of diction, syntax, figurative language, sentence variety, etc., achieves **style**.
- 1.3.11.D** Analyze the effectiveness, in terms of literary quality, of the author's use of **literary devices**, (e.g., **personification, simile, alliteration, symbolism, metaphor, hyperbole, imagery, allusion, satire**, foreshadowing, flashback, **irony**) in various **genres**.

ASSESSMENT ANCHORS**R11.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R11.B.3.1 Interpret, describe, and analyze the characteristics and uses of facts and opinions in nonfictional text.

R11.B.3.1.1 Explain, interpret, describe, and/or analyze the use of facts and opinions to make a point or construct an argument in nonfictional text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.2.11.B** Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.
- 1.2.L.C** Distinguish between essential and non-essential information by examining an author's explicit and implicit **bias** and assumptions, beliefs about a subject, use of fact and/or opinion, and /or the author's argument or defense of a claim. Identify, infer, and distinguish the essential and non-essential details that support the main idea of complex texts.

ASSESSMENT ANCHORS**R11.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R11.B.3.2 Distinguish between essential and nonessential information within or between texts.

R11.B.3.2.1 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.

R11.B.3.2.2 Explain, describe, and/or analyze the effectiveness of bias and propaganda techniques in nonfictional text.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.2.11.C** Examine the author's explicit and implicit **bias** and assumptions, beliefs about a subject, use of fact and/or opinion, and/or the author's argument or defense of a claim as related to essential and non-essential information.
- 1.2.L.C** Distinguish between essential and non-essential information by examining an author's explicit and implicit **bias** and assumptions, beliefs about a subject, use of fact and/or opinion, and /or the author's argument or defense of a claim. Identify, infer, and distinguish the essential and non-essential details that support the main idea of complex texts.

ASSESSMENT ANCHORS**R11.B.3 Understand concepts and organization of nonfictional text.****ELIGIBLE CONTENT**

R11.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfictional text.

R11.B.3.3.1 Explain, interpret, and/or analyze the effect of text organization, including the use of headers.

R11.B.3.3.2 Explain, interpret, and/or analyze the author's purpose for decisions about text organization and content.

R11.B.3.3.3 Explain, interpret, and/or analyze graphics and charts, and/or make connections between text and the content of graphics and charts.

R11.B.3.3.4 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.

Items that measure the Assessment Anchors will relate back to a reading passage. Students may reread the passage to help determine the best answer. See the item sampler for sample items.

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

Reference:

- 1.2.11.A** Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the author's **theses**, accuracy, thoroughness, logic, and reasoning.
- 1.2.L.A** Analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose.
- 1.2.12.E** Identify, analyze, and evaluate the structure and the format of a variety of complex informational texts for clarity, simplicity, and coherence, as well as appropriateness of graphics and visual appeal.
- 1.2.L.E** Analyze the structure and format of various complex informational texts; Analyze and evaluate complex informational text for clarity, coherence and for the appropriateness of graphics and visual appeal.