Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 12: **ANALYSIS WITHIN OR ACROSS TEXTS**: Analyze how connections are made within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals author's point of view or purpose.	
Clarifications	Item will focus on the analysis of information or author's point of view or purpose within one text **or** between two texts. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RI-1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI-3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI-6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 3, DOK 4
Stimuli/Passages	Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) **must only** be used as a background piece for informational text, and no items can be written for **only** the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across both texts.

	The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will analyze how connections are made (e.g., individuals, ideas, events) within a text. 2. The student will analyze how information reveals the author's point of view or purpose within a text. 3. The student will analyze how connections are made (e.g., individuals, ideas, events) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 3, 4**	**Task Description:** The **item stem** will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author's point of view or purpose. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The **answer choices** will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes information or reveals the author's point of view or purpose within a text or between two texts. The **distractors** will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will analyze how connections are made (e.g., individuals, ideas, events) within a text. 2. The student will analyze how information reveals the author's point of view or purpose within a text. 3. The student will analyze how connections are made (e.g., individuals, ideas, events) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts. **Appropriate Stems :** • How does the author's inclusion of [individuals/ideas/events/etc.] add to the development of the text? • How do [individuals/ideas/events/etc.] develop over the course of the text? • What does [~~description of~~provide individuals/ideas/events, etc.] show about [the development/description of idea/content]? • How does the introduction of [~~description of~~provide individuals/ideas/events, etc.] change the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the text? • What does the information in the [first paragraph/first section/introduction] of the text reveal about the author's [point of view/purpose]? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] What does the information presented in the text reveal about the author's [point of view/purpose]?

	Appropriate Stems for Dual-Text Stimuli Only: • Which statement **best** describes how [~~description of individuals~~provide individuals/ideas/events, etc.] affects **both** texts? • Which statement **best** describes how [~~description of individuals~~provide individuals/ideas/events, etc.] is similar/different in **both** texts? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? • How do the authors of **both** texts develop the relationships between [individuals/ideas/events, etc.]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? • Which statement is **most** accurate about [individuals/ideas/events, etc.] in **both** [insert names of texts]? • How do(es) the development(s) of [individuals/ideas/events, etc.] in [title text #1] resemble(s) [individuals/ideas/events, etc.] in [title text #2]? • How do(es) the development of [individuals/ideas/events/etc.] in [title text #1] differ from the development of [individuals/ideas/events/etc.] in [title text #2]? • Both authors include information about [individuals/ideas/events, etc.] What do(es) the difference(s) between the information in the two texts reveal about [author(s) name(s)] [point(s) of view/purpose(~~S~~s)]? • Which statement **best** describes how [provide ~~description of~~ individuals/ideas/events, etc.] affects [points of view/purposes] in **both** texts? • How does [author's name]'s [point of view/purpose] in [title text #1] differ from [author's name]'s [point of view/purpose] in [title text #2]? • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 3, 4	Task Description: The **item stem** will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author's point of view or purpose. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The item stem will prompt the student to choose **two/three** answers. The **answer choices** will present five to eight options of similar structure. Of the options, there will be **two or three** correct answers. The correct answers will be a clearly discernable and correct statements that analyze information or reveal author's point of view or purpose within a text or between two texts. Correct answers should comprise no more than 50% of total possible answer choices. The **distractors** will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will analyze how connections are made (e.g., individuals, ideas, events) within a text. 2. The student will analyze how information reveals the author's point of view or purpose within a text. 3. The student will analyze how connections are made (e.g., individuals, ideas, events) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts. Appropriate Stems: • How does the author's inclusion of [individuals/ideas/events/etc.] ~~[individuals, ideas, events, etc.]~~ add to the development of the text? Select **[two/three]** options. • How do [individuals~~, /~~ideas~~, /~~events/~~, ~~etc.] develop over the course of the text? Select **[two/three]** options. • What does [provide individuals/ideas/events/etc.]~~[description of individuals, ideas, events, etc.]~~ show about [the development/description of idea/content]? Select **[two/three]** options. • How does the introduction of [individuals/ideas/events/etc.] ~~[description of individuals, ideas, events, etc.]~~ change the text? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)/section(s)]. [provide excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the text? Select **[two/three]** options. • What does the information in the [first paragraph/first section/ introduction] of the [text name] reveal about the author's [point of view/purpose]? Select **[two/three]** options. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text]

	What does the information presented in the text reveal about the author's [point of view/purpose]? Select **[two/three]** options. **Appropriate Stems for Dual-Text Stimuli Only:** • Which statement **best** describes how [~~description of~~provide individuals/ideas/events, etc.] affects **both** texts? Select **[two/three]** options. • Which statement **best** describes how [~~description of~~provide individuals/ideas/events, etc.] is [similar/different] in **both** texts? Select **[two/three]** options. • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? Select **[two/three]** options. • How do the authors of **both** texts develop the relationships between [individuals/ideas/events, etc.]? Select **[two/three]** options. • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? Select **[two/three]** options. • Which statement is **most** accurate about [individuals/ideas/events, etc.] in **both** [insert names of texts]? Select **[two/three]** options. • How do(es) the development(s) of [individuals/ideas/events, etc.] in [title text #1] resemble(s) [individuals/ideas/events, etc.] in [title text #2]? Select **[two/three]** options. • How do(es) the development of [individuals/ideas/events/etc.] in [title text #1] differ from the development of [individuals/ideas/events/etc.] in [title text #2]? Select **[two/three]** options. • Both authors include information about [individuals/ideas/events, etc.] What do(es) the difference(s) between the information in the two texts reveal about [author(s) name(s)]'s [point(s) of view/purpose(s)]? Select **[two/three]** options. • Which statement **best** describes how [~~description of~~provide individuals/ideas/events, etc.] affects [points of view/purposes] in **both** texts? Select **[two/three]** options. • How does [author's name]'s [point of view/purpose] in [title text #1] differ from [author's name]'s [point of view/purpose] in [title text #2]? Select **[two/three]** options. • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? Select **[two/three]** options. **Scoring Rules:** All correct responses: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author's point of view or purpose. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts OR reveals the author's point of view or purpose. The **distractors** will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison. The **item stem of PART B** will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis. The **answer choices of PART B** will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the analysis made in Part A. The **distractors** will be a line or lines taken directly from the text that 1) support a misrepresentation of the relationship or author's point of view or purpose within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts . **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two. **Target Evidence Statements**: 1. The student will analyze how connections are made (e.g., individuals, ideas, events) within a text. 2. The student will analyze how information reveals the author's point of view or purpose within a text. 3. The student will analyze how connections are made (e.g., individuals, ideas, events) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts. **Lead In:** This question has two parts. First, answer part A. Then, answer part B. **Appropriate Stems for PART A:** • How does the author's inclusion of [individuals/ideas/events/etc.] ~~[individuals, ideas, events, etc.]~~ add to the development of the text? • How do [individuals/ideas/events/etc.] ~~[individuals, ideas, events, etc.]~~ develop over the course of the text?

	• What does [~~description of~~provide individuals/ideas/events, etc.] show about [the development/description of idea/content]? • How does the introduction of [~~description of~~provide individuals/ideas/events, etc.] change the text? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the text? • What does the information in the [first paragraph/first section/introduction] of the text reveal about the author's [point of view/purpose]? • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] What does the information presented in the text reveal about the author's [point of view/purpose]? **Appropriate Stems for PART B:** • Which [sentence/paragraph/section] from the text **best** supports your answer in part A? • Which [sentence/paragraph/section] from the text **best** illustrates the [comparison/connection/relationship] made in part A? **Appropriate Stems for Dual-Text Stimuli Only:** **PART A:** • Which statement **best** describes how [~~description of~~provide individuals/ideas/events, etc.] affects **both** texts? • Which statement **best** describes how [~~description of~~provide individuals/ideas/events, etc.] is [similar/different] in **both** texts? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? • How do the authors of **both** texts develop the relationships between [individuals/ideas/events, etc.]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? • Which statement is **most** accurate about [individuals/ideas/events, etc.] in **both** [insert names of texts]? • How do(es) the development(s) of [individuals/ideas/events, etc.] in [title text #1] resemble(s) [individuals/ideas/events, etc.] in [title text #2]?

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	• How do(es) ~~-~~the development of [individuals/ideas/events/etc.] in [title text #1] differ from the development of [individuals/ideas/events/etc.] in [title text #2]? • Both authors include information about [individuals/ideas/events, etc.] What do(es) the difference(s) between the information in the two texts reveal about [author(s) name(s)]'s [point(s) of view/purpose(s)]? • Which statement **best** describes how [~~description of~~ provide individuals/ideas/events, etc.] affects [points of view/purpose] in **both** texts? • How does [author's name]'s [point of view/purpose] in [title text #1] differ from [author's name]'s [point of view/purpose] in [title text #2]? • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? **PART B:** • Which sentences from [title text #1] **best** support~~s~~ your answer in part A? • Which sentences from [title text #1] **best** illustrate~~s~~ the [comparison/connection/relationship/etc.] made in part A? • Which [pair/set] of sentences from the texts **best** support~~s~~ your answer in part A? • Which [pair/set] of sentences from the texts **best** illustrate~~s~~ the [comparison/connection/relationship/etc.] made in part A? **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 **Item Type: Hot Text, select text (ST)** **DOK: 3, 4**	**Task Description:** This item has two parts. The **item stem of PART A** will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR how information within a text or across two texts reveals the author's point of view or purpose. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts OR reveals the author's point of view or purpose. The **distractors** will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view or purpose within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison. The **item stem of PART B** will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis. The **answer choices of PART B** will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** correct answers. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The **distractors** will be a line or lines that 1) support a misrepresentation of the relationship or author's point of view or purpose within a single text or between the texts OR 2) do not directly support the relationship within a single text ~~-~~or between the texts or between the texts. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Target Evidence Statements**: 1. The student will analyze how connections are made (e.g., individuals, ideas, events) within a text. 2. The student will analyze how information reveals the author's point of view or purpose within a text. 3. The student will analyze how connections are made (e.g., individuals, ideas, events) across two texts. 4. The student will analyze how information reveals the author's point of view or purpose across two texts. **Lead In:** This question has two parts. First, answer part A. Then, answer part B. **Appropriate Stems for Part A:** • Click on the statement that **best** describes how [individuals/ideas/events/etc.] ~~[individuals, ideas, events, etc.]~~ develop over the course of the text.

	[Provide excerpted selectable text] • Click on the statement that **best** describes what [individuals/ideas/events/etc.] ~~[individuals, ideas, events etc.]~~ shows about [the development/description of idea/content]. [Provide excerpted selectable text] • Click on the statement that **best** describes how the introduction of [individuals/ideas/events/etc.] ~~[individuals, ideas, events etc.]~~ changes the text? [Provide excerpted selectable text] • Click on the statement that **best** describes what the information in the [first paragraph/first section/introduction] of the text reveals about the author's [point of view/purpose]. [Provide excerpted selectable text] • Click on the statement that **best** describes what the information presented in these [sentences/paragraphs/sections] reveals about the author's [point of view/purpose]. [Provide excerpted selectable text] • Click on the statement that **best** describes how the author's inclusion of [individuals, ideas, events etc.] adds to the development of the text. [Provide excerpted selectable text] **Appropriate Stems for Part B:** • Click on the [sentence/paragraph/section] from the text(s) that **best** support(s) your answer in part A. Choose **one** option. • Click on [sentence(s)/paragraph(s)/section(s)] from the text(s) that **best** illustrate(s) the [comparison/connection/relationship/etc.] made in part A. Choose **one** option. **Appropriate Stems for Dual-Text Stimuli Only:** **PART A:** • Which statement **best** describes how [~~description of~~Provide individuals/ideas/events, etc.] affects **both** texts? • Which statement **best** describes how [~~description of~~Provide individuals/ideas/events, etc.] is similar/different in **both** texts? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text] How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? • How do the authors of **both** texts develop the relationships between [individuals/ideas/events, etc.]? • Read the [sentence/paragraph] from [title text #2]. [Provide excerpt from text]

	How does that information help the reader understand [individuals/ideas/events, etc.] in [title text #1]? • Which statement is **most** accurate about [individuals/ideas/events, etc.] in **both** [insert names of texts]? • How do(es) the development(s) of [individuals/ideas/events, etc.] in [title text #1] resemble(s) [individuals/ideas/events, etc.] in [title text #2]? • How do(es) -the development of [individuals/ideas/events/etc.] in [title text #1] differ from the development of [individuals/ideas/events/etc.] in [title text #2]? • Both authors include information about [individuals/ideas/events, etc.] What do(es) the difference(s) between the information in the two texts reveal about [author(s) name(s)]'s [point(s) of view/purpose(s)]? • Which statement **best** describes how [~~description of~~provide individuals/ideas/events, etc.] affects [points of view/purpose] in **both** texts? • How does [author's name]'s [point of view/purpose] in [title text #1] differ from [author's name]'s [point of view/purpose] in [title text #2]? • How does the development of the author's [point of view/purpose] in [title text #1] [compare/contrast] to the development of the author's [point of view/purpose] in [title text #2]? **PART B:** • Click on the sentence from [title text #1] that **best** supports your answer in part A. Select **one** option. [insert selectable text] • Click on the sentence from [title text #1] **best** illustrates the [comparison/connection/relationship] made in part A. Select **one** option. [insert selectable text] • Click on the sentence from [title text #1] and the sentence from [title text #2] that **best** support your answer in part A. Select **one** option. [insert selectable text title text #1] [insert selectable text title text #2] **NOTE:** This stem can only be used with two **informational** passages. • Click on the sentence from [title #1] and the sentence from [title text #2] that **best** illustrate the [comparison/connection/relationship] made in part A. Select **one** option. [insert selectable text title text #1] [insert selectable text title text #2] **NOTE:** This stem can only be used with two **informational** passages. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

	Format Example: Note: The selectable text of Part A mirrors a single-response multiple choice item and Part B is a whole, continuous section of text. **The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.** The following question has two parts. First, answer part A. Then, answer part B. *Part A* Click on the statement that **best** describes what the information in the first paragraph of *Pong* reveals about the author's point of view. A. [The author appreciates advancements in technology.] B. [The author celebrates the revolutionary nature of *Pong*.] C. [The author prefers old style games like Pong over current video games.] D. [The author questions the connection of current technology to technology of the past.] *Part B* Click on the sentence from the text that best supports your answer in part A. [On any smartphone you pick up, you will find some kind of video game.] [People have access to games so sophisticated that there are worldwide competitions to determine the best players.] [Game design is so advanced that the graphics look almost real.] [Long before any of this, however, people played a low-tech game that sported paddles made of short lines on the edges of the screen, a dotted centerline to mark opposing sides, and a square dot designed to act like a ball.] [That game was *Pong*.]