

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 6: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.</p>	
<p>Clarifications</p>	<p>Item require students to analyze the structure or features of a passage. This could refer to an author’s decisions about the structure of the passage (for example, a series of flashbacks or the use of chronological order). This could also refer to the author’s decision about structures (for example, dialogue, opening, closure, or setting). Students must consider how these impact structure, meaning, or presentation. Students may also be required to apply reasoning to justify that analysis by identifying supporting evidence within the passage. Items should go beyond asking students to identify the way in which a passage is structured.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<p>Standards</p>	<p>RL-1 Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>RL-5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; <u>describe how each successive part builds on earlier sections.</u></p> <p>RL-7 <u>Explain how specific aspects of a text’s illustrations contribute</u> to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<p>Depth of Knowledge</p>	<p>DOK 2, DOK 3</p>
<p>Stimuli/Passages</p>	<p>Texts may be of low to high complexity at grade level. Texts must be rich with external text structures (i.e., flashbacks, chronology, general poem structure) and internal structures (i.e., introduction, conclusion, structure of dialogue, setting, or events) in order to support meaningful analysis.</p> <p>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.</p>
<p>Dual-Text Stimuli</p>	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p>

	<p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> 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.</p> <p>The title of the each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2, 3</p>	<p>Task Description: The item stem will prompt the selection of a statement that requires the student to analyze, interpret, or connect ideas regarding text structure or features. The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the use of [provide text structure/format/feature/etc.] help the [reader’s understanding of/reader understand] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? • What is the most likely reason the author [used/included] [provide text structure/format/feature/illustration(s)/etc.] in the passage? • The author [used/included] [provide text structure/format/feature/etc.]. What is the most likely reason the author wrote the passage this way? • The author [used/included] [provide text structure/format/feature/illustration(s)/etc.]. How does this change the [provide element affected by structure, such as mood, characters, setting, plot, etc.]? • How does the [first paragraph/first stanza/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as mood, characters, setting, plot etc.]? • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [content in text] [add to/affect] [provide element affected by structure, such as mood, characters, setting, plot, etc.]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the passage. [excerpt from text] Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the passage? • Read the [sentence(s)/paragraph(s)/stanza(s) of the passage].

	<p>[excerpt from text]</p> <p>Why is the difference between [this/these] [sentence(s)/paragraph(s)/stanza(s)] and the one(s) that came [before it/after it] important to the passage?</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)/stanza(s) of the passage]. [excerpt from text] <p>Choose the sentence that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)].</p> <ul style="list-style-type: none"> • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/dialogue/setting/event/flashback/etc.)]? • Why is using [provide text structure] important to understanding [provide character(s) name(s) or provide an explanation of the mood/the setting/the event/the point of view/the introduction/series of events/the conclusion/etc.] in the passage? • What does the author do by [using/beginning with/ending with/including] [provide structure] in the passage? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? • How might have the information in [title text #2] changed the way [title text #1] was written? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3</p>	<p>Task Description:</p> <p>The item stem will prompt the selection of two or more statements that require the student to analyze, interpret, or connect ideas regarding text structure or features. The item stem will prompt students to choose two answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two correct answers. The correct answers will be a clearly discernible and correct description, analysis, or interpretation of the text structure or features. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or text feature OR 2) make erroneous analyses about the text or text feature.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine how the overall structure of a text impacts its meaning. 2. The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the use of [provide text structure/format/feature/etc.] help the [reader’s understanding of/reader understand] [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? Choose two answers. • What are the most likely reasons the author [used/included] [provide text structure/format/feature/etc.] in the passage? Choose two answers. • The author [used/included] [provide text structure/format/feature/etc.]. What are the most likely reasons why the author wrote the passage this way? Choose two answers. • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as mood, characters, setting, plot, etc.]? Choose two answers. • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the passage. [excerpt from text that contains a structural element] Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)/stanza(s)] and the one(s) that came [before it/after it] important to the passage? Choose two answers.

	<ul style="list-style-type: none"> • Read the sentence(s)/paragraph(s)/stanza(s). [excerpt from text that contains a structural element] Choose the sentences that best explain why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. Choose two answers. • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/dialogue/setting/event/flashback/etc.)]? Choose two answers. • Why is using [provide text structure] important to understanding [provide character(s) name(s) or explanation of the mood/the setting/the event/the point of view/the introduction/series of events/the conclusion/etc.] in the passage? Choose two answers. • What does the author do by [using/beginning/ending/including] [provide structure] in the passage? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • The author used [provide passage structure/format/feature] in [title text #2] to [provide purpose]. What does that tell the reader about [provide element affected by structure] in [title text #1]? Choose two answers. • How might have the information in [title text #2] changed the way [title text #1] was written? Choose two answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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