



Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 5: ANALYSIS WITHIN OR ACROSS TEXTS: Compare and explain relationships among literary elements (e.g., characters, setting, events) within or across texts or describe the narrator or speakers' point of view within or across texts.	
Clarifications	Item will focus on the analysis of the relationship and/or development of literary elements or author's point of view 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	RL-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> RL-3 <u>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</u> RL-6 <u>Describe how a narrator's or speaker's point of view influences how events are described.</u> NOTE: <u>Underlined content</u> (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 literary text types.
Dual-Text Stimuli	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. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual-texts, 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 and 40% of all other items written in the dual-text set should be written across texts. 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.



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 compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text. 2. The student will describe the development of the narrator or speakers' point of view within one text. 3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts. 4. The student will describe the narrator or speakers' point of view across different 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	
<p>Task Model 1</p> <p>Item Type: <u>Multiple Choice, single correct response (MC)</u></p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers’ point of view within one text or across two texts. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes relationships OR comparisons within a single text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view 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.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text. 2. The student will describe the development of the narrator or speakers’ point of view within one text. 3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts. 4. The student will describe the narrator or speakers’ point of view across different texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How do the [character’s actions/characters’ relationships] develop over the course of the passage? • Which statement best describes how the relationship between [the narrator/the speaker/character’s name] and [provide character’s name] changes over the course of the passage? • How does the author develop the relationship between [the narrator/speaker/character name] and [provide character’s name]? • What does the use of [dialogue/character’s actions/characters’ relationships/etc.] show about the relationship between [provide character’s name/the narrator/the speaker and character/events in the passage]? • What does the dialogue tell the reader about the relationship(s) between [characters’ names/the narrator/the speaker] and [provide character’s name]? • How does the relationship between [the narrator/the speaker/character name] and [provide character’s name] develop in the passage? • What does the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character name] [of/in] the passage?

	<ul style="list-style-type: none"> • Read the paragraph. [excerpt from the passage] What does the paragraph show about the [narrator/speaker/character name] [of/in] the passage? • How is [provide character's name] different after [provide plot]? • How does [provide character's name] respond to [provide character's name/plot/characters' relationships/characters' actions/etc.] after [provide event/characters' relationships/character action]? • How do(es) the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]? • How does [provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]? • How does the author develop the idea that [provide targeted idea] over the course of the passage? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • How is the development(s) of [provide character name(s)] in [title text #1] similar to [provide character's name] in [title text #2]? • How does [provide character's name]'s point of view in [title text #1] differ from [provide character's name]'s point of view in [title text #2]? • How do the authors of both passages develop the relationships between the main characters? • How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand [the narrator/the speaker/character name/conflict/character's actions/characters' relationships/the narrator's or character's point of view/etc.] in [title text #1]? • Which statement is correct about the [provide character actions/characters' relationships/etc.] in both [insert names of passages]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2</p> <p>Item Type: <u>Multiple Choice, multiple correct response (MS)</u></p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers’ point of view within one text or across two texts. 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 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 answer will be a clearly discernible and correct statement that analyzes literary elements or describe the narrator or speakers’ point of view within a single text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view 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.</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 compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text. 2. The student will describe the development of the narrator or speakers’ point of view within one text. 3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts. 4. The student will describe the narrator or speakers’ point of view across different texts. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • How do(es) the [provide character actions/characters’ relationships] develop over the course of the passage? Choose two answers. • Which statements best describe how the relationship between [the narrator/the speaker/character name] and [provide character’s name] changes over the course of the passage? Choose two answers. • How does the author develop the relationship between [the narrator/the speaker/character name] and [provide character’s name]? Choose two answers. • What does the use of [dialogue/character’s actions/characters’ relationships] show about the relationship between [characters’ names/the narrator/the speaker and character/events in the passage]? Choose two answers. • What does the dialogue tell the reader about the relationship(s) between [characters’ names/the narrator/the speaker/character name]? Choose two answers.

	<ul style="list-style-type: none"> • How does the relationship between [the narrator/the speaker/character name] and [provide character’s name] develop in the passage? Choose two answers. • What does the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character name] [of/in] the passage? Choose two answers. • Read the paragraph. [excerpt from the passage] What does the paragraph [show/tell] about [the narrator/the speaker/character name] [of/in] the passage? Choose two answers. • How is [provide character’s name] different after [provide plot]? Choose two answers. • How does [provide character’s name] respond to [character name/plot/characters’ relationships/character action] after [provide event/characters’ relationships/character action]? Choose two answers. • How do(es) the point(s) of view of [provide character’s name(s)] [develop/change] after [event or provide event]? Choose two answers. • How does [provide character’s name]’s point of view differ from [provide character’s name]’s point of view before/after [event or provide event]? Choose two answers. • How does the author develop the idea that [provide targeted idea] over the course of the passage? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • How is the development of [provide character’s name] in [title text #1] similar to [provide character’s name] in [title text #2]? Choose two answers. • How does [provide character’s name]’s point of view in [title text #1] differ from [provide character’s name]’s point of view in [title text #2]? Choose two answers. • How do the authors of both passages develop the relationships between the main characters? Choose two answers. • How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? Choose two answers. • Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand [provide the narrator/the speaker/provide character’s name/ conflict/character’s actions/characters’ relationships/narrator’s or character’s point of view] in [text #1 name]? Choose two answers. • Which statement is correct about the [character’s actions/characters’ relationships] in both [insert names of passages]? Choose two answers. • Which statement best describes how the use of [dialogue/character’s actions/characters’ relationships] affects [provide the characters/events] in both passages? Choose two answers.
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	<p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 3</p> <p>Item Type: <u>Evidence-based Select Response, two-part multiple choice response (EBSR)</u></p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers' point of view within one text or across two texts. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly compares and explains the relationship of literary elements within one text or across two texts OR describes the narrator or speakers' point of view within one text or across two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view between texts or within a single text, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>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.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answers will be the line or lines that support the analysis made. The distractors will be a line or lines taken directly from the text or texts that 1) support a misrepresentation of the relationship within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>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.</p> <p>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.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text. 2. The student will describe the development of the narrator or speakers' point of view within one text. 3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts. 4. The student will describe the narrator or speakers' point of view across different texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p>

	<p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • How do(es) the [character actions/characters' relationships] develop over the course of the passage? • Which statement best describes how the relationship between [the narrator/the speaker/character's name] and [character's name] changes over the course of the passage? • How does the author develop the relationship between [the narrator/the speaker/character name] and [character name]? • What does the use of [dialogue/character's actions/characters' relationships] show about the relationship between [characters' names/the narrator/the speaker and character/events in the passage]? • What does the dialogue tell the reader about the relationship(s) between [characters' names/the narrator/the speaker/ and character name]? • How does the relationship between [the narrator/the speaker/character name] and [character's name] develop in the passage? • What does the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character name] [of/in] the passage? • Read the paragraph. [excerpt from the passage] What does the paragraph [show/tell] about the [narrator/speaker/character's name] [of/in] the passage? • How is [provide character's name] different after [provide plot] ? • How does [provide character's name] respond to [provide character's name/plot/character's relationships/character's actions] after [provide event/character's relationships/character's actions]? • How do(es) the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]? • How does [character name]'s point of view differ from [character name]'s point of view [before/after] [provide event]? • How does the author develop the idea that [provide targeted idea] over the course of the passage? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage best support(s) your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage best [show/tell/support(s)] the [connection/relationship] made in part A?
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	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • How do(es) the development of [provide character’s name] in [title text #1] resemble [provide character’s name] in [title text #2]? • How does [provide character’s name]’s point of view in [title text #1] differ from [provide character’s name]’s point of view in [title text #2]? • How do the authors of both passages develop the relationships between the main characters? • How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] How does that information help the reader understand [the narrator/the speaker/provide character’s name/conflict/character’s actions/characters’ relationships/narrator’s or character’s point of view] in [text #1 name]? • Which statement is correct about the [character actions/characters’ relationships] in both [insert names of passages]? • Which statement best describes how the use of [dialogue/character’s actions/characters’ relationships] affects [the characters/events] in both passages? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [text #1 name] best support(s) your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [text #1 name] best [show/tell/support(s)] the [connection/relationship] made in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #1] and [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #2] best support your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #1] and [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title text #2] best [show/tell/support(s)] the [connection/relationship] made in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p>Task Model 4</p> <p>Item Type: <u>Hot Text select text (ST)</u></p> <p>DOK: 3, 4</p>	<p>Task Description:</p> <p>This item has two parts. The item stem will pose a question that requires the student to analyze the development of literary elements within one text or across two texts OR describe the narrator or speakers' point of view within one text or across two texts. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly analyzes the development of literary elements within one text or across two texts OR compares/contrasts the narrator or speakers' point of view within one text or across two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or point of view 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.</p> <p>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.</p> <p>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 answer. The correct answer(s) 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 taken directly from the text(s) that 1) support a misrepresentation of the relationship or author's point of view within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>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).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) within one text. 2. The student will describe the development of the narrator or speakers' point of view within one text. 3. The student will compare and explain the relationships among literary elements (e.g., characters, setting, events) across different texts. 4. The student will describe the narrator or speakers' point of view across different texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p>

	<p>Appropriate Stems for Part A:</p> <ul style="list-style-type: none"> • Click on the statement that best describes how the [provide character actions/characters' relationships] develop over the course of the passage. • Click on the statement that best describes how the relationship between [the narrator/the speaker/character's name] and [character's name] changes over the course of the passage. • Click on the statement that best describes how the author develops the relationship between [the narrator/the speaker/character's name] and [character's name]. • Click on the statement that best describes what the use of [dialogue/character's actions/characters' relationships] shows about the relationship between [characters' names/the narrator/the speaker/and character/events in the passage]. • Click on the statement that best describes what the dialogue tells the reader about the relationship(s) between [characters' names/the narrator/the speaker/and character name]. • Click on the statement that best describes how the relationship between [the narrator/the speaker/character name] and [character's name] develops in the passage. • Click on the statement that best describes what the [first paragraph/introduction] [show/tell] about [the narrator/the speaker/character's name] [of/in] the passage. • Read the paragraph. [excerpt from the passage] Click on the statement that best describes what the paragraph [show/tell] about the [narrator/speaker/character name] [of/in] the passage. • Click on the statement that best describes how [character's name] is different after [provide plot]. • Click on the statement that best describes how [character's name] responds to [character name/provide plot/characters' relationships/character action] after [provide event/characters' relationships/character action]. • Click on the statement that best describes how the point(s) of view of [provide character's name(s)] [develop/change] after [event or provide event]. • Click on the statement that best describes how [provide character's name]'s point of view differs from [provide character's name]'s point of view [before/after] [event or provide event]. • Click on the statement that best describes how the author develops the idea that [provide targeted idea] over the course of the passage.
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	<p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage best support(s) your answer in part A. • Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the passage best support(s) the [connection/relationship] made in part A. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Click on the statement that best describes how the development of [provide character’s name] in [title text #1] is similar to [provide character’s name] in [title text #2]. • Click on the statement that best describes how [provide character’s name]’s point of view in [title text #1] differs from [provide character’s name]’s point of view in [title text #2]. • Click on the statement that best describes how the authors of both passages develop the relationships between the main characters. • Click on the statement that best describes how the development of the plot in [title text #1] [compares/contrasts] to the development of the plot in [title text #2]. • Read the [sentence/paragraph] from [title text #2]. [excerpt from passage] Click on the statement that best describes how that information helps the reader understand [provide the narrator/the speaker/character’s name/conflict/character’s actions/characters’ characters’ relationships/narrator’s or character’s point of view] in [text #1 name]. • Click on the statement that is correct about the [provide character actions/characters’ relationships] in both [insert names of passages]. <p>PART B:</p> <ul style="list-style-type: none"> • Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of passage] that best support(s) your answer in part A. [insert selectable text] • Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from [title of passage] that best illustrate(s)/support(s) the [connection/relationship] made in part A. [insert selectable text] <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p> <p>Format Example:</p>
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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 11 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 Alice's statements tell the reader about her.

- A. [She is nervous and worried about the trip with her sister but wants to make her sister happy.]
- B. [She is nervous and worried about the acceptance letter and doesn't want to leave without receiving it.]
- C. [She is nervous and worried about the acceptance letter but believes her sister has her best interest in mind.]
- D. [She is nervous and worried about the trip with her sister and doesn't think her sister cares about it as much as she does.]

Part B

Click on the **two** sentences from the text that **best** support your answer in part A.

["I'm COMING!" I shouted, knowing I was nowhere near being actually ready, let alone already on my way.] [Besides, how do you prepare for a trip when you're not even sure of your destination?] [I wasn't exactly sure what to bring, but I knew I needed my iPod and my favorite pillow.] [It was cold outside, so I knew I'd need some warm clothing.] [Would I need to bring lighter apparel too?] [Would it be warm where we're going?] [I really didn't even want to venture out of the nice warm apartment and trek through the loathsome slush today anyway.] [I had applied to my sister's college and was waiting eagerly for the nerve-racking response letter which was already overdue.] [The only thing my sister Ashley said was, "We're going to drive until we find the sun."] [Seemed a bit abstract to me, but she's my big sister.] [And while she refuses to let me know our destination, I still trust her.] [So off I go, even though my mind is on that dreadful letter.]