

<p>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p>	
<p>Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.</p>	
<p>Clarifications</p>	<p>Item require students to analyze the structure or features of a text. This could refer to an author’s decisions about the structure of the text (for example, use of sections or chronological order). This could also refer to the author’s decision about structures (for example, opening, closure, or presentation of facts). Students must consider how these structures impact meaning or presentation. Students may also be required to apply reasoning to justify their analysis by identifying supporting evidence within the text. Items should go beyond asking students to identify the way in which a text 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>RI-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>RI-5 <u>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic</u> efficiently.</p> <p>RI-7 <u>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</u></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 must be rich with external text structures (i.e., sections, chronology, general passage structure) and internal structures (i.e., introduction, conclusion, presentation of facts 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 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.</p> <p>When developing items from a dual-text set, 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</p>

English Language Arts Specification: Grade 3 Claim 1 Target 13



	<p>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 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 the 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"> • What does the [provide text structure/format/feature/etc.] do to the meaning of the passage OR do to help the reader’s understanding of [provide element affected by structure, such as the structure of the main idea/presentation of information, or the structure of events in the text]? • What is the most likely reason the author [used/included] [provide text structure/format/feature/etc.] in the passage? • The author [used/included] [provide text structure/format/feature]. What is the most likely reason the author wrote the passage this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this [add to/affect] [provide element affected by structure, such as main idea, presentation of information, or events]? • How does the [first paragraph/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as main idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] How do(es) the [sentence(s)/paragraph(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as main idea, presentation of information, or events]? • 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)/map(s)/photograph(s)/etc.] in the passage?

	<ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the one(s) that came [before it/after it] important to the passage? • Read the [sentence(s)/paragraph(s)]. [excerpt from text] Choose the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)]. • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/section/event/feature/etc.)]? • Why is using [provide text structure] important to understanding [provide the author’s point of view/author’s purpose/specific information/events/etc.] in the passage? • How does [using/beginning/ending/including] affect the meaning of 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 [element affected by structure] in [title text #1]? • How might have the information in [title text #2] affected 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 the 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 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> <ul style="list-style-type: none"> • The student will determine how the overall structure of a text impacts its meaning. • 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"> • What does the [provide text structure/format/feature/etc.] do to the meaning of the passage OR do to help the reader’s understanding of [provide element affected by structure, such as the structure of the main idea/presentation of information, or the structure of events in the text]? 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. • The author [used/included] [provide text structure/format/feature/etc.]. How does this [change/affect] [provide element affected by structure, such as main idea, presentation of information, or events]? Choose two answers. • How does the [first paragraph/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as main idea, presentation of information, or events]? Choose two answers. • Read the [sentence(s)/paragraph(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 the structure of the main idea/presentation of information, or the structure of events in the text]? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [excerpt from text]

	<p>Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/map(s)/photograph(s) /etc.] in the passage? Choose two answers.</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)] and the ones that came [before it/after it] important to the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [excerpt from text] Choose the statement that best explains why the author chose to include this paragraph. Choose two answers. • Why did the author choose to [begin/end] the passage with [provide structure (paragraph/event/feature/etc.)]? Choose two answers. • Why is using [provide text structure] important to understanding [provide the author’s point of view/specific information/events/etc.] in the passage? Choose two answers. • How does [using/beginning/ending/including] affect the meaning of the passage? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • The author used [provide structure/format/feature/etc.] 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] affected the way [title text #1] is written? Choose two answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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