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| Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts. | |
| Target 6: TEXT STRUCTURES & FEATURES: Analyze text structures to explain information within the text. | |
| Clarifications | <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> |
| Standards | <p>RL 1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RL-5 <u>Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p> |
| Depth of Knowledge | DOK 2, DOK 3 |
| Stimuli/Passages | <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> |
| Dual-Text Stimuli | <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. In all dual-text stimuli sets, between 25 and 40% of the items should be 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</p> |

English Language Arts Specification: Grade 5 Claim 1 Target 6



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| | <p>to information from both texts. Between 25 and 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 | |
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| Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2, 3 | <p>Task Description:</p> <p>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.</p> <p>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.</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"> • What effect does [provide text structure/format/feature/etc.] have on the meaning of the passage OR reader's understanding of [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/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/etc.]. How does this change the [provide element affected by structure, such as main idea, characters, or plot]? • How does the [first paragraph/first stanza/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, or plot]? • Read the [sentence(s)/paragraph(s)/section(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 main idea, characters, or plot]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] from the passage. [excerpt from text] Which of these best describes why the author [began with/ended with/used] [this/these] |

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| | <p>[sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] in the passage?</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)/stanza(s) of the passage]. [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? Read the [sentence(s)/paragraph(s)/stanza(s) of the passage]. [excerpt from text] Select the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. 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 name/the main idea/the purpose/the author or character's 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] 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 | |
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| Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3 | <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"> • What effect does [provide text structure/format/feature/etc.] have on the meaning of the passage OR reader's understanding of [provide element affected by structure, such as main idea, characters, setting, dialogue, plot, etc.]? Select two answers. • What are the most likely reasons the author [used/included] [provide text structure/format/feature/etc.] in the passage? Select 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? Select two answers. • The author [used/included] [provide text structure/format/feature/etc.]. How does this change the [provide element affected by structure, such as main idea, characters, or plot]? Select two answers. • How does the [first paragraph/first stanza/introduction] about [content in text] [add to/affect] [provide element affected by structure, such as main idea, characters, or plot]? Select two answers. • Read the [sentence(s)/paragraph(s)/section(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 main idea, characters, or plot]? Select two answers. • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] from the passage. [excerpt from text that contains a structural element] |

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| | <p>Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/heading(s)/question(s)/quotation(s)/content type/etc.] in the passage? Select two answers.</p> <ul style="list-style-type: none"> • 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? Select two answers. • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text that contains a structural element] <p>Choose the statements that best explain why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. Select two answers.</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.)]? Select two answers. • Why is using [provide text structure] important to understanding [character name/the main idea/the purpose/the author or character's point of view/the introduction/series of events/the conclusion/etc.] in the passage? Select two answers. • What does the author do by [using/beginning/ending/including] [provide structure] in the passage? Select 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]? Select two answers. • How might have the information in [title text #2] affected the way [title text #1] was written? Select two answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p> |
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