

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 13: TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., key sentences, paragraphs) or text features to analyze and evaluate the impact (e.g., multiple sources with diverse formats) of those choices on meaning or presentation.	
Clarifications	<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>
Standards	<p>RI-1 <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u>, including determining where the text leaves matters uncertain.</p> <p>RI-5 <u>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</u></p> <p>RH-5 <u>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</u></p> <p>RST-5 <u>Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</u></p> <p>RI-7 <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p>RH-7 <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</u></p> <p>RST-7 <u>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 3, DOK 4
Stimuli/Passages	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.

	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	<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. 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 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 writing 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 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</p> <p>Item Type: Multiple Choice, single correct response (MC)</p> <p>DOK: 3, 4</p>	<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 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 effect does [provide text structure/key sentence(s)/key paragraph(s)/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central 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/key sentence(s)/key paragraph(s)/format/feature/etc.] in the text? • The author [used/included] [provide text structure/key sentence(s)/key paragraph(s)/format/feature]. What is the most likely reason the author structured the text this way? • The author [used/included] [provide text structure/key sentence(s)/key paragraph(s)/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] How do(es) the [sentence(s)/paragraph(s)/section(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [Provide excerpt from text] Which of these best describes why the author [began with/ended with/used] [this/these]



	<p>[sentence(s)/heading(s)/question(s)/quotation(s)/key sentence(s)/key paragraph(s), etc.] in the text?</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Why is the difference between [this/these] [sentence(s)/paragraph(s)/section(s)] and the one(s) that came [before it/after it] important to the text? Read the [sentence(s)/paragraph(s)/section(s) of the text]. [Provide excerpt from text] Select the statement that best explains why the author chose to include [this/these] [sentence(s)/paragraph(s)/section(s)]. Why did the author choose to [begin/end] the text with [provide structure (paragraph/section/event/feature/etc.)]? Why is using [provide text structure] important to understanding [the author's point of view/author's purpose/specific information/events/etc.] in the text? What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? <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	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 3, 4</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 the student to choose two or three options.</p> <p>The answer choices will present five to eight options of similar structure. Of the options, there will be two or three correct answers. Correct answers may never exceed 50% of total possible answer choices. 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> <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/key sentence(s)/key paragraph(s)/format/feature/etc.] have on the meaning of the text OR reader's understanding of [provide element affected by structure, such as the structure of the central idea, presentation of information, or the structure of events in the text]? Select [two or three] options. • What are the most likely reasons the author [used/included] [provide text structure/key sentence(s)/key paragraph(s)/format/feature/etc.] in the text? Select [two or three] options. • The author [used/included] [provide text structure/key sentence(s)/key paragraph(s)/format/feature/etc.]. What are the most likely reasons why the author structured the text this way? Select [two or three] options. • The author [used/included] [provide text structure/key sentence(s)/key paragraph(s)/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, presentation of information, or events]? Select [two or three] options. • How does the [first paragraph/first section/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, presentation of information, or events]? Select [two or three] options. • Read the [sentence(s)/paragraph(s)/section(s)]. [Provide 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 central idea/presentation of information, or the structure of events in the text]? Select [two or three] options. • Read the [sentence(s)/paragraph(s)/section(s)].



	<p>[Provide excerpt from text]</p> <p>Which of these best describes why the author [began with/ended with/used] [this/these] [sentence(s)/paragraph(s)/section(s)] in the text? Select [two or three] options.</p> <ul style="list-style-type: none"> Read the [sentence(s)/paragraph(s)/section(s)]. [Provide 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 text? Select [two or three] options. Read the [sentence(s)/paragraph(s)/section(s)]. [Provide excerpt from text] Select the statement that best explains why the author chose to include this [selection/paragraph]. Select [two or three] options. Why did the author choose to [begin/end] the text with [provide structure (key sentence(s)/key paragraph(s)/paragraph/section/event/feature/etc.)]? Select [two or three] options. Why is using [provide text structure] important to understanding [the author's point of view/specific information/events/etc.] in the text? Select [two or three] options. What does the author accomplish by [using/beginning/ending/including] [provide structure] in the text? Select [two or three] options. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</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]? Select [two or three] options. How might have the information in [[title text #2] affected the way [title text #1] is written? Select [two or three] options. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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