

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: Analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within or across texts or analyze and distinguish point of view within or across texts.	
Clarifications	<p>Item will focus on the analysis of the relationship and/or development of literary elements within one text or between two texts.</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>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</u></p> <p>RL-3 <u>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</u></p> <p>RL-6 <u>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</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	<p>Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts.</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 literary 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-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.</p>

English Language Arts Specification: Grade 11 Claim 1 Target 5



	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 analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. 2. The student will analyze and distinguish point of view within one text. 3. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts. 4. The student will analyze and distinguish 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 analyze or distinguish 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 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 analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. 2. The student will analyze and distinguish point of view within one text. 3. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts. 4. The student will analyze and distinguish point of view across different texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the title of the text [shape/reflect/connect/contribute] [on/to] the [meaning/purpose] of the text? • How does the [plot/conflict] develop over the course of the text? • How do(es) the [provide character's actions/characters' interactions] develop over the course of the text? • How is the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the relationship between [the narrator/the speaker/provide character's name] and [provide characters'/narrator/speakers' actions/thoughts/interactions] [change/develop] over the course of the text? • Which statement best describes how the [setting/plot/conflict/etc.][influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text.

	<ul style="list-style-type: none"> Which statement best describes how the [speaker's/narrator's/provide character's name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? How does the [provide event] [change/influence/impact] the [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in the text. How do(es) the [character's/the narrator/the speaker]'s [actions/thoughts/behaviors][change/add to/develop] over the course of the text? How does the author develop the relationship between [the narrator/the speaker/provide character's name] and [provide character's name]? Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] What does the dialogue tell the reader about the relationship(s) between [provide character's names/the narrator/the speaker] and [provide character's name]? What does the [first paragraph/introduction] uncover about [the plot/the conflict/the narrator/the speaker/provide character's name/etc.] [of/in] the text? Read the paragraph. [Provide excerpt from the text.] What does the paragraph uncover about the [plot/conflict/resolution/narrator/speaker/character's name/etc.] [of/in] the text? How is [provide character's name] different after [provide plot/event]? How does [provide character's name] respond to [provide character's name/plot/character interaction/character's action/resolution/etc.] after [provide event/character interaction/character's 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 text? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> How do(es) the development(s) of [provide character's name(s)] in [title text #1] resemble(s) [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 does the conflict in [title text #1] resemble the conflict in [title text #2]?
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	<ul style="list-style-type: none"> • How do(es) the [provide events] [change/influence/impact] the [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in both texts. • How do the authors of both texts 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 text] How does that information help the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? • Which statement is most accurate about the [provide character actions/interactions/relationships/etc.] in both [insert names of texts]? • Which statement best describes how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in both texts? • How do the authors of both texts develop the idea that [provide targeted idea]? <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 analyze or distinguish 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 or three answers.</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. The correct answers will be clearly discernible and correct statements that analyze relationships OR comparisons within a single text or between two texts. Correct answers should comprise no more than 50% of total possible answer choices. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship 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 analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. 2. The student will analyze and distinguish point of view within one text. 3. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts. 4. The student will analyze and distinguish point of view across different texts. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • How does the title of the text [shape/reflect/connect/contribute] [on/to] the [meaning/purpose] of the text? Select [two/three] answers. • How does the [plot/conflict] develop over the course of the text? Select [two/three] answers. • How do(es) the [provide character's actions/characters' interactions] develop over the course of the text? Select [two/three] answers. • How is the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? Select [two/three] answers. • Which statements best describe how the conflict between [the narrator/the speaker/character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? Select [two/three] answers. • Which statements best describe how the relationship between [the narrator/the speaker/provide character's name] and [provide

	<p>characters'/narrator/speakers' actions/thoughts/interactions] [change/develop] over the course of the text? Select [two/three] answers.</p> <ul style="list-style-type: none"> • Which statements best describe how the [setting /plot/conflict/etc.] [influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text. Select [two/three] answers. • Which statements best describe how the [speaker's/narrator's/provide character's name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? Select [two/three] answers. • How does the [provide event] [change/influence/impact] the [provide characters' name/the narrator's/the speakers'] [actions/thoughts/behaviors] in the text. Select [two/three] answers. • How do(es) the [character's/the narrator/the speaker] [actions/thoughts/behaviors][change/add to/develop] over the course of the text? Select [two/three] answers. • How does the author develop the relationship between [the narrator/the speaker/provide character's name] and [provide character's name]? Select [two/three] answers. • Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] What does the dialogue tell the reader about the relationship(s) between [provide character's names/the narrator/the speaker] and [provide character's name]? Select [two/three] answers. • What does the [first paragraph/introduction] uncover about [the plot/the conflict/the narrator/the speaker/provide character's name/etc.] [of/in] the text? Select [two/three] answers. • Read the paragraph. [Provide excerpt from the text.] What does the paragraph uncover about the [plot/conflict/resolution/narrator/speaker/character's name/etc.] [of/in] the text? Select [two/three] answers. • How is [character's name] different after [provide plot/event]? Select [two/three] answers. • How does [character's name] respond to [provide character's name/plot/character interaction/character's action/resolution/etc.] after [provide event/character interaction/character's action]? Select [two/three] answers. • How do(es) the point(s) of view of [provide character's name(s)] [develop/change] after [provide event]? Select [two/three] answers. • How does [provide character's name]'s point of view differ from [provide character's name]'s point of view [before/after] [provide event]? Select [two/three] answers. • How does the author develop the idea that [provide targeted idea] over the course of the text? Select [two/three] answers.
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	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • How do(es) the development(s) of [provide character's name(s)] in [title text #1] resemble(s) [provide character's name] in [title text #2]? Select [two/three] 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]? Select [two/three] answers. • How does the conflict in [title text #1] resemble the conflict in [title text #2]? Select [two/three] answers. • How do(es) the [provide events] [change/influence/impact] the [setting/plot/characters] in both texts. Select [two/three] answers. • How do the authors of both texts develop the relationships between the main characters? Select [two/three] answers. • How does the development of the plot in [title text #1] [compare/contrast] to the development of the plot in [title text #2]? Select [two/three] answers. • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? Select [two/three] answers. • Which statement is most accurate about the [provide character actions/interactions/relationships/etc.] in both [insert names of texts]? Select [two/three] answers. • Which statement best describes how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in both texts? Select [two/three] answers. • How do the authors of both texts develop the idea that [provide targeted idea]? Select [two/three] answers. <p>Scoring Rules: All correct responses: 1 point; Incorrect response: 0 points</p>
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Task Models	
Task Model 3 Item Type: <u>Evidence-based Select Response, two-part multiple choice response (EBSR)</u> DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to analyze the development of literary elements within one text or across two texts OR analyze or distinguish point of view within one text or across two texts.</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 relationships of elements within one text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship 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 analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. 2. The student will analyze and distinguish point of view within one text. 3. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts. 4. The student will analyze and distinguish 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 does the title of the text [shape/reflect/connect/contribute] [on/to] the [meaning/purpose] of the text? • How does the [plot/conflict] develop over the course of the text?

	<ul style="list-style-type: none"> • How do(es) the [provide character's actions/characters' interactions] develop over the course of the text? • How is the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] resolved [over the course of the text/by the end of the text]? • Which statement best describes how the relationship between [the narrator/the speaker/provide character's name] and [provide characters'/narrator/speakers' actions/thoughts/interactions] [change/develop] over the course of the text? • Which statement best describes how the [setting /plot/conflict/etc.] [influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text. • Which statement best describes how the [speaker's/narrator's/provide character's name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? • How does the [provide event] [change/influence/impact] the [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in the text. • How do(es) the [provide character's name/the narrator/the speaker]'s [actions/thoughts/behaviors][change/add to/develop] over the course of the text? • How does the author develop the relationship between [the narrator/the speaker/provide character's name] and [provide character's name]? • Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] What does the dialogue tell the reader about the relationship(s) between [provide character's names/the narrator/the speaker] and [provide character's name]? • What does the [first paragraph/introduction] uncover about [the plot/the conflict/the narrator/the speaker/provide character's name/etc.] [of/in] the text? • Read the paragraph. [Provide excerpt from the text.] What does the paragraph uncover about the [plot/conflict/resolution/narrator/speaker/character's name/etc.] [of/in] the text? • How is [provide character's name] different after [provide plot/event]? • How does [provide character's name] respond to [provide character's name/plot/character interaction/character's action/resolution/etc.] after [provide event/character interaction/character's action]?
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	<ul style="list-style-type: none"> • 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 text? <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 text best support(s) your answer in part A? • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show(s)/support(s)] the [comparison/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"> • How do(es) the development(s) of [provide character's name(s)] in [title text #1] resemble(s) [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 does the conflict in [title text #1] resemble the conflict in [title text #2]? • How do(es) the [provide events] [change/influence/impact] the [setting/plot/characters] in both texts. • How do the authors of both texts 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 text] How does that information help the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]? • Which statement is most accurate about the [provide character actions/interactions/relationships/etc.] in both [insert names of texts]? • Which statement best describes how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in both texts? • How do the authors of both texts develop the idea that [provide targeted idea]? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best support(s) your answer in part A? [insert selectable text]
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	<ul style="list-style-type: none"> Which [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show(s)/support(s)] the [comparison/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>
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Task Models	
Task Model 4 Item Type: <u>Hot Text select text (ST)</u> DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement or statements that require the student to analyze the development of literary elements within one text or across two texts OR analyze or distinguish point of view within one text or across two texts.</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 relationships of elements within one text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship 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 prompt the selection of details from the text(s) that support a statement that reflects an analysis of the development of elements within one text OR an analysis of the relationships between the elements of one text to those of another text.</p> <p>The answer choices of PART B will be selectable lines, sentences, or paragraphs from the text. The text selection will be whole, continuous, and consecutive sections taken directly from the text. All sentences must be selectable and can be grouped into multi-sentence options. There will be from one correct answer. The correct answer 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 within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts or.</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 analyze interrelationships among literary elements (e.g., setting, order of actions, characters) within one text. 2. The student will analyze and distinguish point of view within one text. 3. The student will analyze interrelationships among literary elements (e.g., setting, order of actions, characters) across different texts. 4. The student will analyze and distinguish 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 title of the text [shapes/reflects/connects/contributes] [on/to] the [meaning/purpose] of the text?

	<ul style="list-style-type: none"> Click on the statement that best describes how the [plot/conflict] develops over the course of the text? Click on the statement that best describes how the [provide character's actions/characters' interactions] develops over the course of the text? Click on the statement that best describes how the conflict between [the narrator/the speaker/provide character's name] and the [provide character's name] is resolved [over the course of the text/by the end of the text]? Click on the statement that best describes how the relationship between [the narrator/the speaker/provide character's name] and [provide characters'/narrator/speakers' actions/thoughts/interactions] [changes/develops] over the course of the text? Click on the statement that best describes how the [setting/plot/conflict/etc.] [influences/shapes/changes] [provide character(s) actions/thoughts/interactions] over the course of the text. Click on the statement that best describes how [the speaker's/the narrator's/provide character's name] [actions/thoughts/behaviors] [change/adds to] [the plot/conflict/what happens] in the text? Click on the statement that best describes how the [provide event] [changes/influences/impacts] the [provide character's name/the narrator's/the speaker's] [actions/thoughts/behaviors] in the text. Click on the statement that best describes how the [characters'/the narrator/the speakers'] [actions/thoughts/behaviors] [change/add to/develop] over the course of the text? Click on the statement that best describes how the author develops the relationship between [the narrator/the speaker/provide character's name] and [provide character's name]? Read the [sentence(s)/paragraph(s)] below. [Provide excerpt from the text.] Click on the statement that best describes what the dialogue tells the reader about the relationship(s) between [provide character's names/the narrator/the speaker] and [provide character's name]? Click on the statement that best describes what the [first paragraph/introduction] uncovers about [the plot/the conflict/the narrator/the speaker/provide character's name/etc.] [of/in] the text? Read the paragraph. [Provide excerpt from the text.] Click on the statement that best describes what the paragraph uncovers about the [plot/conflict/resolution/narrator/speaker/character's name/etc.] [of/in] the text? Click on the statement that best describes how [provide character's name] is different after [provide plot/event]? Click on the statement that best describes how [provide character's name] responds to [provide character's name/plot/character
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	<p>interaction/character's action/resolution/etc.] after [provide event/character interaction/character's action]?</p> <ul style="list-style-type: none"> Click on the statement that best describes how the point(s) of view of [provide character's name(s)] [develop/change] after [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] [provide event]? Click on the statement that best describes how the author develops the idea that [provide targeted idea] over the course of the text? <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 text best support(s) your answer in part A. Click on the [sentence(s)/line(s)/set(s) of lines/paragraph(s)] from the text best [show(s)/support(s)] the [comparison/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 [provide character's name(s)] in [title text #1] resembles [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 conflict in [title text #1] resembles the conflict in [title text #2]? Click on the statement that best describes how the [provide events] [changes/influences/impacts] the [setting/plot/characters] in both texts. Click on the statement that best describes how the authors of both texts 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 text] <p>Click on the statement that best describes how that information helps the reader understand the [provide conflict/point of view/event/etc.] in [title text #1]?</p> <ul style="list-style-type: none"> Click on the statement that best describes how the use of [dialogue/character's actions/characters' interactions/etc.] affects [provide the characters/events] in both texts?
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	<ul style="list-style-type: none"> Click on the statement that best describes how the authors of both texts develop the idea that [provide targeted idea]? <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 text] 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 text] that best [show(s)/support(s)] the [comparison/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: Note that the delimited text of Part A mirrors a single-response multiple choice item and of 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.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p>Part A Click on the statement that best describes what Alice's statements tell the reader about her.</p> <p>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.]</p> <p>Part B Click on the two sentences from the text that best support your answer in part A.</p> <p>["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</p> </div>
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	<p>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."]</p> <p>[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.]</p>
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