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 or compare text structures and the impact of those choices on meaning or presentation.	
Clarifications	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, 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 text. Items should **go beyond** asking students to identify the way in which a text is structured. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL-5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 2, DOK 3
Stimuli/Passages	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. 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	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 text, Task Model 5 (short-text constructed-response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli 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.

	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	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	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2, 3	Task Description: 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. 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. Target Evidence Statements: 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. Appropriate Stems: • What effect does [provide text structure/format/feature/etc.] have on the [meaning of the text OR reader's understanding] of [provide element affected by structure (elements may include characters, or events in the plot)]? • What is the **most likely** reason the author [used/included] [provide text structure/format/feature/etc.] in the text? • The author [used/included] [provide text structure/format/feature/etc.]. What is the **most likely** reason the author structured the text this way? • The author [used/included] [provide text structure/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, characters, or plot]? • How does the [first paragraph/first stanza/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, characters, or plot]? • Read the [sentence(s)/paragraph(s)/section(s)/stanza(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 central idea, characters, or plot]? • 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] [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? • Read the [sentence(s)/paragraph(s)/stanza(s) of the text]. [provide 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 text? • Read the [sentence(s)/paragraph(s)/stanza(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)/stanza(s)]. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/dialogue/event/flashback/etc.)]? • Why is using [provide text structure] important to understanding [provide character's name/the central idea/the purpose/the author or character's point of view/the introduction/series of events/the conclusion/etc.] in the text? • What does the author accomplish by [using/beginning with/ending with/including] [provide structure] in the text? **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • 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? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3	Task Description: 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 the student to choose [**two/three**] options. The **answer choices** will present **five or six 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 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. Target Evidence Statements: 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. Appropriate Stems: • What effect does [provide text structure/format/feature/etc.] have on the [meaning of the text OR reader's understanding] of [provide element affected by structure (elements may include characters, or events in the plot)]? Select [**two or three**] options. • What are the **most likely** reasons the author [used/included] [provide text structure/format/feature/etc.] in the text? Select [**two or three**] options. • The author [used/included] [provide text structure/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/format/feature/etc.]. How does this structure affect [provide element affected by structure, such as central idea, characters, or plot]? Select [**two or three**] options. • How does the [first paragraph/first stanza/introduction] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, characters, or plot]? Select [**two or three**] options. • Read the [sentence(s)/paragraph(s)/sections(s)/stanza(s)]. [provide excerpt from text] How do[es] the [sentence(s)/paragraph(s)/sections(s)/stanza(s)] about [provide content in text] [add to/affect] [provide element affected by structure, such as central idea, characters, or plot]? Select [**two or three**] options. • Read the [sentence(s)/heading(s)/question(s)/quotation(s)/etc.] from the text. [provide excerpt from text that contains a structural element] Which of these **best** describes why the author [began with/ended with/used] [this/these]

	[sentence(s)/heading(s)/question(s)/quotation(s)/etc.] in the text? Select [**two or three**] options. • Read the [sentence(s)/paragraph(s)/stanza(s)]. [provide 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 text? Select [**two or three**] options. • Read the [sentence(s)/paragraph(s)/stanza(s)]. [excerpt from text that contains a structural element] Select the statements that **best** explain why the author chose to include [this/these] [sentence(s)/paragraph(s)/stanza(s)]. Select [**two or three**] options. • Why did the author choose to [begin/end] the text with [provide structure (paragraph/dialogue/event/flashback/etc.)]? Select [**two or three**] options. • Why is using [provide text structure] important to understanding [provide character's name/the central idea/the purpose/the author or character's point of view/the introduction/series of events/the conclusion/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. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • 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 or three**] options. • How might have the information in [title text #2] affected the way [title text #1] was written? Select [**two or three**] options. **Scoring Rules:** All correct responses: 1 point; Incorrect response: 0 points