<table>
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<th>Clarifications</th>
<th>Item must require students to analyze the structure or features of a text. This could refer to an author’s decisions about the overall/external structure of the text such as a series of flashbacks or chronological order. This could also refer to the author’s decision about the internal structures such as 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. Use “passage” in the stem when referring to the stimulus.</th>
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</table>
| Standards | **RL-5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
**RL-7** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| DOK/Difficulty Levels/ Cognitive Complexity | DOK 2, DOK 3 |
| Stimuli/Passages | **Stories:** Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction  
**Drama:** Includes staged dialogue and brief familiar scenes  
**Poetry:** Includes the subgenres of the narrative poem and free-verse poem |
| Stimuli/Text Complexity | 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.  
**Clarification for Dual-Text Stimuli:**  
- When a dual-text stimulus contains two literary texts, items can focus on either text and must include items across texts.  
- When a dual-text stimulus contains one literary and one informational text, all items must focus on the literary text, and must include items written across both texts. The informational text must only be used as a foundational piece for the set of items, and no items can be written for only the informational text. |
### Accessibility Concerns
Students will be required to read grade-level literary texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

### 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)
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<th>Task Model 1</th>
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<tbody>
<tr>
<td><strong>Item Type:</strong> Multiple Choice, single correct response (MC)</td>
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<td><strong>DOK:</strong> 2, 3</td>
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**Stimulus:** 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.

**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 does [the picture/description of passage structure/format/feature] do to change the meaning of the passage OR help the reader understand [element affected by structure, such as the structure of the description of the characters, or the structure of events in the plot]?
- What is the **most likely** reason the author [used/included] [description of passage structure/format/feature] in the passage?
- The author [used/included] [description of passage structure/format/feature]. What is the **most likely** reason why the author wrote the passage this way?
- How does the [first/second/third/last paragraph/stanza] OR the [paragraph/stanza] about [content in passage] [add to/change] [element affected by structure, such as central idea, characters, or plot]? **Note:** The item should not require the student to count beyond the third paragraph. The item could include an excerpt from the passage if necessary.
- Read the [sentence(s)/content type] from the passage. [excerpt from passage that contains a structural element]
  Which of these **best** describes why the author [began with/ended with/used] this [content type] in the passage?
- Read the [sentence(s)/content type] from the passage [or insert paragraph number]. How is this [sentence(s)/content type] different from the ones that came before and after it in the passage?
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| Read the [sentence(s)/content type] from the passage [or insert paragraph number]. Choose the sentence that **best** explains why the author chose to include this [sentence(s)/content type]. |
| Why did the author choose to [begin/end] the passage with [description of structure (i.e., paragraph/dialogue/event/flashback)]? |
| Why is using [description of passage structure] important to understanding [character name/the central idea/the purpose/the author or character's point of view/the introduction/the climax/series of events/the conclusion] in the passage? |
| What does the author do by [using/beginning/ending/including description of structure] in the [passage/# paragraph/beginning/ending]? |

**Appropriate Stems for Dual-Text Stimuli Only:**

- The author used [a picture/description of passage structure/format/feature] in [text #2 name OR informational text name] to [description of purpose]. What does that tell the reader about [element affected by structure, i.e. mood, aspects of character(s) or setting] in [text #1 name]?
- How might have the information in [text #2 name OR informational text name] changed the way [text #1 name] is written?

**Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
| Task Model 2 | **Stimulus:** 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.  

**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 *answer choices* will present six options of similar structure. 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.  
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 does [the picture/description of passage structure/format/feature] do to change the meaning of the passage OR help the reader understand [element affected by structure, such as the structure of the description of the characters, or the structure of events in the plot]? Pick [two/three] choices. OR Pick all that are correct.  
- How does the [first/second/third/last paragraph/stanza] OR the [paragraph/stanza] about [content in passage] [add to/change] [element affected by structure, such as central idea, characters, or plot]? Pick [two/three] choices. OR Pick all that are correct. **Note:** The item should not require the student to count beyond the third paragraph. The item could include an excerpt from the passage if necessary.  
- Read the [sentence(s)/content type] from the passage. [excerpt from passage that contains a structural element] Which of these best describes why the author [began with/ended with/used] this [content type] in the passage? Pick [two/three] choices. OR Pick all that are correct.  
- Read the [sentence(s)/content type] from the passage [or insert paragraph number]. [excerpt from passage that contains a structural element]  
  How is this selection/paragraph different from the ones that came before and after it in the passage? Pick [two/three] choices. OR Pick all that are correct.
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| **• Read the [sentence(s)/content type] from the passage [or insert paragraph number].**  
[excerpt from passage that contains a structural element]  
Pick sentences that explain why the author chose to include this selection/paragraph. Pick [two/three] choices. OR Pick all that are correct. |
| **• Why did the author choose to [begin/end] the passage with [description of structure (i.e., paragraph/dialogue/event/flashback)]? Pick [two/three] choices. OR Pick all that are correct.** |
| **• Why is using [description of passage structure] important to understanding [character name/the central idea/the author or character’s point of view/the introduction/ the climax/series of events/the conclusion] in the passage? Pick [two/three] choices. OR Pick all that are correct.** |
| **• What does the author do by [using/beginning/ending/including description of structure] in the [passage/# paragraph/beginning/ending]? Pick [two/three] choices. OR Pick all that are correct.** |

**Appropriate Stems for Dual-Text Stimuli Only:**

| **• The author used [a picture/description of passage structure/format/feature] in [text #2 name OR informational text name] to [description of purpose]. What does that tell the reader about [element affected by structure, i.e. mood, aspects of character(s) or setting] in [text #1 name]? Pick [two/three] choices. OR Pick all that are correct.** |
| **• How might have the information in [text #2 name OR informational text name] changed the way [text #1 name] is written? Pick [two/three] choices. OR Pick all that are correct.** |

**Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points