

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Target 10: WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**

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| <p>Clarifications</p> | <p>Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be one to two grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be on or below grade level.</p> <p>The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited. For a list of academic/tier 2 words, see Page 70 in the item specifications.</p> <p>All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).</p> |
| <p>Standards</p> | <p>RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI-4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <u>grade 3 topic or subject area</u>.</p> <p>L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <u>grade 3 reading and content</u>, choosing flexibly from a range of strategies.</p> <p>a. <u>Use sentence-level context as a clue to the meaning of a word or phrase.</u></p> <p>b. <u>Determine the meaning of the new word formed when a known affix is added to a known word</u> (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. <u>Use a known root word as a clue to the meaning of an unknown word with the same root</u> (e.g., <i>company, companion</i>).</p> <p>d. <u>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p> |

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| Depth of Knowledge | DOK 1, DOK 2 |
| Stimuli/Passages | <p>Text must be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.</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.</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. All dual-text stimuli sets should contain between 25-40% items 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 to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across 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 the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use reference materials to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text. |
| Allowable Item Types | Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST) |

| Task Models | |
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| Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 1, 2 | <p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary.</p> <p>Formating note: in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present four options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</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 the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. 4. The student will use Greek or Latin roots or affixes to determine the correct meaning of an unknown word or phrase in an informational text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What is the meaning of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely mean? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Which [word(s)/phrase] best state(s) the meaning of [<u>targeted word</u>/"targeted phrase"]? • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader? |

- Read the sentence(s).
[Directly excerpted sentence(s) from passage, with targeted word/phrase underlined]
The [word/phrase] [targeted word/phrase] has more than one meaning. What does the [word/phrase] [targeted word/“targeted phrase”] **most likely** tell the reader about [provide idea/event/topic/etc.] in the passage?
- Read the sentence(s).
[Directly excerpted sentence(s) from passage, with targeted word/phrase underlined]
Pick the [word/phrase] that **best** defines [targeted word/“targeted phrase”] as it is used in the sentence(s).
- Read the sentence(s).
[Directly quoted sentence(s) from passage, with targeted word/phrase underlined]
What does the author tell the reader with the use of [targeted word/“targeted phrase”]?
- Read the dictionary entry.
[(*part of speech*) **1.** [definition];]
Which [word/phrase] from the passage **best** matches the dictionary entry?
- Read the sentence(s).
[Directly quoted sentence(s) from passage, with targeted word underlined]
What does the [root/affix] in the word [targeted word] mean?

Appropriate Stems for Dual-Text Stimuli Only:

- Read the sentence(s) from [title text #2].
[directly excerpted sentence(s) from text, with targeted word/phrase underlined]
Which sentence from [title text #1] has a [word/phrase] that means the same thing as [targeted word/“targeted phrase”]?
- First, read the sentence(s) from [title text #1].
[Directly excerpted sentence(s) from text, with targeted word/phrase underlined]
Now read the sentence(s) from [title text #2].
[Directly excerpted sentence(s) from text, with targeted word/phrase underlined]
Which [word/phrase] **best** matches the meaning of [targeted word/“targeted phrase” text #1] and [targeted word/“targeted phrase” text #2] as they are used in **both** passages?
NOTE: This stem is only used with two informational passages.

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| | Scoring Rules: Correct response: 1 point; Incorrect response: 0 points |
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| <p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 1, 2</p> | <p>Task Description:</p> <p>The item stem will pose a question about the meaning of a targeted word or phrase in the passage. The sentence or sentences in which the targeted word is found are excerpted and need to include enough context to correctly determine meaning. More than one sentence may be necessary. The item stem will prompt the student to choose two answers.</p> <p>Formatting note: In excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will present five or six options of similar structure using vocabulary on or below grade level. Of the options, there will be two correct answers. The correct answers will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase without considering context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.</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 the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. <p>Appropriate Stems :</p> <ul style="list-style-type: none"> • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely mean? Choose two answers. • Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose two answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] most likely tell the reader about [provide idea/event/etc.] in the passage? Choose two answers. • Read the sentence(s). [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] |

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| | <p>What does the author tell the reader with the use of <u>[targeted word/“targeted phrase”]</u>? Choose two answers.</p> <ul style="list-style-type: none"> Read the sentence(s). [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] How does the author’s use of the [word/phrase] <u>[targeted word/“targeted phrase”]</u> in the passage help the reader understand [provide idea/event/etc.]? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as <u>[targeted word/“targeted phrase”]</u>? Choose two answers. First, read the sentence(s) from [title text #1]. [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Now read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined] Which [words/phrases] best matches the meaning of <u>[targeted word/“targeted phrase” text #1]</u> and <u>[targeted word/“targeted phrase” text #2]</u> as they are used in both passages? Choose two answers. <p>NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p> |
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| Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2 | <p>Task Description:</p> <p>The item stem will require students to select the word(s)/phrase(s) from a sentence(s), set(s) of sentences, line(s), or paragraph(s) that best match a given dictionary entry or paraphrased definition.</p> <p>Formating note: When excerpts are used, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks.</p> <p>The answer choices will be five to eight selectable and underlined words or phrases from an excerpted selection of text. The excerpted text will be whole, continuous, and consecutive sections taken directly from the text. There will be only one correct response. The distractors will be selectable words or phrases on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase.</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 determine the meaning of a word or phrase based on its context in an informational text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in an informational text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the dictionary entry. [(<i>part of speech</i>) 1. definition] Click on the <u>underlined</u> word in the [sentence(s)/set(s) of sentences/paragraph(s)] that most closely matches the definition provided. [excerpted selectable text] • The author uses a word that means [definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] that best shows that [idea/meaning]. [excerpted selectable text] <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the sentence(s) from [title text #2]. [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/paragraph(s)] from [title text #1] that means the same thing as [<u>targeted word</u>/"targeted phrase"]. |

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| | <p>[excerpted selectable text from text #1]</p> <ul style="list-style-type: none"> Read the sentence(s) from [title text #1]. <p>[Directly excerpted sentence or line from passage, with <u>targeted word/phrase</u> underlined]</p> <p>Click on the <u>underlined</u> [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [<u>targeted word</u>/"targeted phrase"].</p> <p>[excerpted selectable text #2]</p> <p>NOTE: This stem is only used with two informational passages.</p> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>. Note: Selectable text is a whole, continuous section of text.</p> <div style="border: 1px solid black; padding: 10px;"> <p>Read the dictionary entry.</p> <p>(v) gather together or acquire an increasing number or quantity of; heap up</p> <p>Click on the <u>underlined</u> word in the paragraph that most closely matches the definition provided.</p> <p>The snow on the side of the road was really starting to [<u>accumulate</u>]. The grass was now a pure, [<u>sparkling</u>] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [<u>negotiated</u>] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [<u>destination</u>] was, but I had to quickly admit that it wasn't my first [<u>suspicion</u>] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [<u>stumped</u>] as to which mysterious locale my sister was [<u>whisking</u>] us off to.</p> </div> |
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