

<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</b>	
<b>Target 14: LANGUAGE USE:</b> Interpret understanding of figurative language, word relationships, nuances of words and phrases, or figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.	
<b>Clarifications</b>	<p>Items should NOT ask students to <b>identify</b> the type of figurative language that is being used but rather <b>interpret</b> its meaning and impact on meaning (i.e., “Which of the following is an example of a simile?” vs. “What impact does the phrase “xxx” have in the text?”).</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
<b>Standards</b>	<p><b>RI-1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>L-5a (Gr. 9–10)</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>L-5a (Gr. 11–12)</b> Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p><b>NOTE:</b> <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
<b>Depth of Knowledge (DOK)</b>	DOK 3
<b>Stimuli/Passages</b>	<p>Each text must include the use of figurative language and literary devices that have a discernible impact on the meaning.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts &amp; Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.</p>
<b>Dual-Text Stimuli</b>	<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) <b>must only</b> be used as a background piece for the set of items and no items can be written for <b>only</b> 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 to 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>
<b>Accessibility</b>	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.

<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</li> <li>2. The student will interpret the intent and use of a literary device and analyze its impact on meaning.</li> <li>3. The student will interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.</li> <li>4. The student will analyze the impact of word choice on reader interpretation of meaning.</li> </ol>
<b>Allowable Item Types</b>	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
<b>Task Model 1</b> <b>Item Type: Multiple Choice, single correct response (MC)</b> <b>DOK: 3</b>	<p><b>Task Description:</b></p> <p>The <b>item stem</b> will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning.</p> <p>The <b>answer choices</b> will present four options of similar structure. The correct answer will be a clearly discernible and correct interpretation and/or analysis of the figurative language and/or literary devices within the text. The <b>distractors</b> will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text.</p> <p><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</li> <li>2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</li> <li>3. The student will interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.</li> <li>4. The student will analyze the impact of word choice on reader interpretation of meaning.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest about [the author/author's point of view/the events/the information/etc.] in the text?</li> <li>• Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?</li> <li>• Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statement <b>best</b> describes what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the text?</li> <li>• Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] affect the reader's interpretation of the meaning of the text?</li> <li>• Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]</li> </ul>

	<p>How does the author's use of the [word/phrase] <u>[targeted word/“targeted phrase”]</u> help the reader understand [the author's/quoted person's] [feelings/opinion/beliefs] about [provide idea]?</p> <ul style="list-style-type: none"> <li>Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author <b>most likely</b> use the phrase <u>[targeted word/“targeted phrase”]</u>?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] <u>[targeted word/“targeted phrase”]</u> tell the reader about the [the author/author's point of view/the events/the information/etc.]?</li> <li>Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] <u>[targeted word/“targeted phrase”]</u>?</li> <li>Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] <u>[targeted word/“targeted phrase”]</u> tell the reader about [the author/author's point of view/the events/the information/etc.]?</li> <li>Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] <u>[targeted word/“targeted phrase”]</u>?</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response (MS)</b>  <b>DOK: 3</b></p>	<p><b>Task Description:</b>  The <b>item stem</b> will prompt the selection of <b>two</b> or <b>three</b> statements that require the student to interpret figurative language or literary devices and analyze their impact on a text. The item stem will prompt students to choose <b>two/three</b> answers.  The <b>answer choices</b> will present five to eight options. Options that are paraphrased will be of similar structure. Of the options, there will be <b>two or three</b> correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The <b>distractors</b> will be statements that may be plausible to students who 1) misinterpret details in the text, 2) misinterpret the figurative meaning of words or phrases in the text, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the text.</p> <p><b>Distractors</b> will reflect common student errors.  <b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning.</li> <li>2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning.</li> <li>3. The student will interpret the figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) used in context and analyze the impact of those word choices on meaning.</li> <li>4. The student will analyze the impact of word choice on reader interpretation of meaning.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence(s)/paragraph(s)].  [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]  What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest about [the author/author's point of view/the events/the information/etc.] in the text? Select [<b>two/three</b>] options.</li> <li>• Read the [sentence(s)/paragraph(s)].  [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]  What effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Select [<b>two/three</b>] options.</li> <li>• Read the [sentence(s)/paragraph(s)].  [Provide directly sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]  Which statements <b>best</b> describe what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the text? Select [<b>two/three</b>] options.</li> <li>• Read the [sentence(s)/paragraph(s)].  [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]</li> </ul>

	<p>How does the [word/phrase] [<u>underlined word or phrase</u>] affect the reader's interpretation of the meaning of the text? Select <b>[two/three]</b> options.</p> <ul style="list-style-type: none"> <li>Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [the author's/quoted person's] [feelings/opinion/beliefs] about [insert idea]? Select <b>[two/three]</b> options.</li> <li>Why did the author <b>most likely</b> use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/introductory/first] paragraph of the text? Select <b>[two/three]</b> options.</li> <li>Read the [sentence(s)/paragraph(s)]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author <b>most likely</b> use the phrase [<u>targeted word</u>/"targeted phrase"]? Select <b>[two/three]</b> options.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text/etc.]? Select <b>[two/three]</b> options.</li> <li>Read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Select <b>[two/three]</b> options.</li> <li>Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [character name/the narrator/the setting/the text/etc.]? Select <b>[two/three]</b> options.</li> <li>Read the [sentence(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/paragraph(s) from text] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Select <b>[two/three]</b> options.</li> </ul>
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	<b>Scoring Rules:</b> All responses correct: 1 point; Any other response combination: 0 points
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