

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 14: LANGUAGE USE: Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	
Clarifications	Items should NOT ask students to identify the type of figurative language that is being used but rather demonstrate 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 passage?”). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u> L-5 <u>Demonstrate understanding of word relationships and nuances in word meanings.</u> L-5a <u>Distinguish the literal and non-literal meanings of words and phrases in context</u> (e.g., <i>take steps</i>). L-5b <u>Identify real-life connections between words and their use</u> (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, DOK 3
Stimuli/Passages	Three basic categories for informational text include literary nonfiction, historical/social studies, and scientific/technical texts. Informational text includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics. 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 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) must only be used as a background piece for the set of items and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts. 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 25-40% of all other items written in the dual-text set should be written to both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.

English Language Arts Specification: Grade 3 Claim 1 Target 14



Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility concerns.
Evidence Required	<ol style="list-style-type: none">1. The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning.2. The student will demonstrate the intent and use of a literary device and analyze its impact on meaning.3. The student will analyze the impact of word choice on reader interpretation of meaning.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
<p>Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 2, 3</p>	<p>Task Description: The item stem will prompt the selection of a statement that requires the student to demonstrate figurative language or literary devices and analyze their impact on meaning. The answer choices 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 passage. The distractors 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 passage, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the passage. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ul style="list-style-type: none"> • The student will demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. • The student will demonstrate the intent and use of a literary device and analyze its impact on meaning. • The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell about [provide the author/author's point of view/the events/the information/etc.] in the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Which sentence best describes what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, 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 [provide the author's/quoted person's] [feelings/opinion] about [provide idea]?

	<ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? <p>Appropriate Stems for Dual-Text Stimuli Only:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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 the [provide the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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"]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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 [provide the author/author's point of view/the events/the information/etc.]? • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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"]? <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 2, 3</p>	<p>Task Description: The item stem will prompt the selection of two 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 two answers. The answer choices will present five or six options. Options that are paraphrased will be of similar structure. Of the options, there will be two correct answers. The correct answers will be clearly discernible and correct interpretations and/or analyses of the figurative language within the text. The distractors 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. Distractors will reflect common student errors. 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 demonstrate the meaning of figurative words and phrases used in context and analyze its impact on meaning. 2. The student will demonstrate the intent and use of a literary device in context and analyze its impact on meaning. 3. The student will analyze the impact of word choice on reader interpretation of meaning. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell about [provide the author/author's point of view/the events/the information/etc.] in the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Which sentence best describe what the [provide figurative language] in the sentence(s)/paragraph(s) adds to the meaning of the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] change the reader's understanding of the meaning of the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined]

	<p>How does the author’s use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [provide the author’s/quoted person’s] [feelings/opinion] about [insert idea]? Choose two answers.</p> <ul style="list-style-type: none"> • Why did the author most likely use the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the [opening/first] paragraph of the passage? Choose two answers.. • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from passage, with targeted word or phrase underlined] Why did the author most likely use the phrase [<u>targeted word</u>/"targeted phrase"]? Choose two answers. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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’s name/the narrator/the setting/the passage/etc.]? Choose two answers. • Read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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"]? Choose two answers. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s)/paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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’s name/the narrator/the setting/the passage/etc.]? Choose two answers. • Read the [sentence(s)/paragraph(s)] from [title text #2]. [Directly quoted sentence(s)/paragraph(s) from passage] Now read the [sentence(s) paragraph(s)] from [title text #1]. [Directly quoted sentence(s)/paragraph(s) from passage, 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"]? Choose two answers. <p>Scoring Rules: All responses correct: 1 point; Any other response combination: 0 points</p>
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