Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms, analogy, connotations, denotations), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with **primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	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. 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. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. L-4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L-5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of

	the words. L-5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*). L-6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Each text must include one or more words that are at grades 7–9 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and 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. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary 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 texts, 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 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 the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary

	text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 1, 2	Task Description: The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. 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. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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. **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 the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. 4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text. Appropriate Stems : • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What is the meaning of the word/phrase [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest/mean? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Which [word(s)/phrase] **best** state(s) the meaning of [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the use of the [word/phrase] [targeted word/"targeted phrase"] suggest?

	• Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] The [word/phrase] [targeted word/"targeted phrase"] has multiple meanings. What does the [word/phrase] [targeted word/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word underlined] A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [targeted word]? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Select the [word/phrase] that **best** defines [targeted word/"targeted phrase"] as it is used in the sentence(s). • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] What does the author communicate to the reader with the use of the [word/phrase] [targeted word/"targeted phrase"]? • Read the dictionary entry. *(part of speech)* **1.** [definition] Which [word/phrase] **best** matches the dictionary entry? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, 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)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(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"] from [text #2]? • First, read the [sentence(s)/line(s)] from [title text #1]. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] Now read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s) or line(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 it is used in **both** texts?

	NOTE: This stem is only used with two literary passages. **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 1, 2**	**Task Description:** The **item stem** will pose a question about the meaning of a targeted word or phrase in the text. 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/three** answers. **Formatting note:** in excerpts, both targeted words and phrases are underlined. In stems, targeted words are underlined; targeted phrases are placed within quotation marks. 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/three** 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. **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 the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. **Appropriate Stems :** • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **mostly** suggest? Select **[two/three]** options. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest? Select **[two/three]** options. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has multiple meanings. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** suggest about [provide idea/event/character/story element/etc.] in the text? Select **[two/three]** options. • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from text, with <u>targeted word/phrase</u> underlined] What does the author communicate to the reader with the use of

	[targeted word/"targeted phrase"]? Select **[two/three]** options. • Read the [sentence(s)/line(s)] from the text. [directly quoted sentence(s) or line(s) from text, with targeted word/phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Select **[two/three]** options. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the sentence(s) from [title text #2]. [directly quoted 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"]? Select **[two/three]** options. • First, read the sentence(s) from [title text #1]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Now read the sentence(s) from [title text #2]. [directly quoted sentence(s) from text, with targeted word/phrase underlined] Which [words/phrases] **best** matches the meaning of [targeted word/"targeted phrase" text #1] and [targeted word/"targeted phrase" text #2] as they are used in **both** texts? Select **[two/three]** options. **NOTE:** This stem is only used with two literary passages. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points

Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 1, 2	Task Description: 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. **Formatting 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. 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. Correct answers should comprise no more than 50% of total possible answer choices. 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. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1). Target Evidence Statements: 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text. 3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text. Appropriate Stems: • Read the dictionary entry. *(part of speech)* **1.** [definition] Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition provided. [excerpted selectable text] • The author uses a word that means [provide definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** represents that [idea/meaning]. [excerpted selectable text] Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • Read the [sentence(s)/line(s)] from [title text #2]. [directly quoted sentence(s)/line(s) from text, with <u>targeted word/phrase</u> underlined] Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same

thing as [targeted word/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

  [directly quoted sentence or line from text, with targeted word/phrase underlined]

  Click on the underlined [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [targeted word/"targeted phrase"].

  [excerpted selectable text #2]

  NOTE: This stem is only used with two literary passages.

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Format Example:

Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

Note: Selectable text is a whole, continuous section of text.

First, read the dictionary definition. Then, complete the task.

(v) **1.** gather together or acquire an increasing number or quantity of; heap up

Click on the word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, [sparkling] 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 [negotiated] 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 [destination] was, but I had to quickly admit that it wasn't my first [suspicion] 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 [stumped] as to which mysterious locale my sister was [whisking] us off to.