Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Interpret and analyze figurative language use (e.g., figurative, connotative meanings) or demonstrate understanding of nuances in word meanings used in context and the impact of those word choices on meaning and tone.	
Clarifications	Items should NOT ask students to **identify** the type of figurative language that is being used but rather **interpret** its meaning and impact on the text (i.e., "Which of the following is an example of a simile?" vs. "What impact does the phrase "xxx" have in the text?"). All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Cite the textual evidence that most strongly supports an 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 specific word choices on meaning and tone, including analogies or allusions to other texts. L-5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L-5a Interpret figures of speech (e.g., verbal irony, puns) in context. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 3
Stimuli/Passages	Each text will include the use of figurative language and/or literary devices that have a discernible impact on meaning or tone. 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 texts. 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 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 interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 3**	**Task Description:** The **item stem** will prompt the selection of a statement that requires the student to interpret figurative language or literary devices and analyze their impact on meaning or tone. 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 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. **Target Evidence Statements:** 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone. **Appropriate Stems:** • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest about [provide character's name/the narrator/the setting/the text/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(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"]? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statement **best** describes what the [provide an example of figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to [meaning/tone] of the text? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(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 text? • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(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 [provide character's name] feelings about [provide idea]?

	• Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word /"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(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] [targeted word/"targeted phrase"]? • Read the [sentence(s)/line(s)/paragraph(s] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the line from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [line/sentence] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response (MS) DOK: 3	Task Description: The **item stem** will prompt the selection of **two** or **three** 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/three** 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** or **three** 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 **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. Target Evidence Statements: 1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone. 2. The student will interpret the intent and use of a literary device in context and analyze its impact on meaning or tone. 3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone. 4. The student will analyze the impact of word choice on reader interpretation of meaning or tone. Appropriate Stems: • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(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 [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statements **best** describe what the [provide an example of figurative language] in the [sentence(s)/line(s)/paragraph(s)] adds to the [meaning/tone] of the text? Select [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] suggest about [provide character's name/the narrator/the setting/the text/etc.]? Select [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(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? Select [**two/three**] options.

	• Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [provide character's name] feelings about [provide idea]? Select [**two/three**] options. • Why did the author **most likely** use the [word/phrase] [targeted word/"targeted phrase"] in the [opening/introductory/first] paragraph of the text? Select [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]. Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]? Select [**two/three**] options. **Appropriate Stems for Dual-Text Stimuli Only:** • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the information in [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? Select [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(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] [targeted word/"targeted phrase"]? Select [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the [sentence(s)/line(s)/paragraph(s)] from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [provide character's name/the narrator/the setting/the text/etc.]? Select [**two/three**] options. • Read the [sentence(s)/line(s)/paragraph(s)] from [title text #2]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text] Now read the sentence(s)/line(s)/paragraph(s) from [title text #1]. [Provide directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] Based on the [sentence(s)/line(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]? Select [**two/three**] options. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points