

ELA.06.CR.1.07.126 C1 T7

Sample Item ID:	ELA.06.CR.1.07.126
Grade:	06/1a
Claim:	1. Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Assessment Target:	7. LANGUAGE USE: Interpret figurative language use (e.g., personification, metaphor), literary devices, or connotative meanings of words and phrases used in context and their impact on reader interpretation
Standard(s):	RL-4; L-5, L-5a, 5c
DOK:	3
Difficulty:	M
Item Type:	CR
Score Points:	3
Correct Response:	See sample responses below.
Stimulus/Passage(s):	<i>Summer on Wheels</i> excerpt
Stimuli/Text Complexity:	
Acknowledgement(s):	Gary Soto, <i>Summer on Wheels</i> (New York: Scholastic, 1995), pp. 52–53
Item/Task Notes:	Fair use (<5% of source, <125 words)
How this item/task contributes to the sufficient evidence for this claim:	In order to respond to the prompt, students are required to identify the literary device being used in the passage and to analyze how the author’s use of the device contributes to the passage as a whole.
Target-Specific Attributes (e.g., accessibility issues):	Students will be required to type in text using a keyboard, and to read a grade-level literary text. Alternative formats and/or support may be required for some students.

Stimulus Text:

The following excerpt comes from Gary Soto’s novel *Summer on Wheels*.

Bentley sat at the kitchen table running an ice cube back and forth across the knot on his forehead. **The knot was like a speed bump.** The ice cube glided across smooth skin before it jumped up and over the knot. Bentley whimpered like the puppy he was. He had flown over the handlebars and not only hurt his head, but also scraped his elbows and chin. And the air left his lungs when he belly flopped. It took a full minute before he could get enough air back into his system to complain, “Golly, that smarted.”

Item Prompt:

The highlighted sentence from *Summer on Wheels* includes a literary device.

- What does the literary device used mean?
- Why did the author most likely select the literary device for this description?

Write a 2–3 sentence answer responding to these questions.

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Rubric for 3-point CR item	
3	The response: <ul style="list-style-type: none"> • gives sufficient evidence of the ability to interpret the use of literary devices and their impact • includes specific opinions that make clear reference to the text • fully supports the opinions with clearly relevant details from the text
2	The response: <ul style="list-style-type: none"> • gives some evidence of the ability to interpret the use of literary devices and their impact • includes some specific opinions that make reference to the text • adequately supports the opinions with relevant details from the text
1	The response: <ul style="list-style-type: none"> • gives limited evidence of the ability to interpret the use of literary devices and their impact • includes opinions but they are not explicit or make only vague references to the text • supports the opinions with at least one detail but the relevance of that detail to the text must be inferred
0	A response gets no credit if it provides no evidence of the ability to interpret the use of literary devices and their impact, includes no relevant information from the text, or is vague.

Scoring Notes:

Students should explain that the simile about a bump on the character’s head means that the bump is noticeable, and they explain why the author might choose to include a simile in this part of the text.

Score Point 3 Sample:

The author is using a simile to compare the bump on Bentley’s forehead to a speed bump to show that it is noticeable. He probably did this because it’s more interesting to write a simile than just to say Bentley had a bump on his head. It helps you to be able to picture the bump better and it also keeps your attention on the book.

Score Point 2 Sample:

The author compares a bump on the boy’s head to a speed bump. Similes make writing more interesting.

Score Point 1 Sample:

The author means the character has a bump on his head. Our teacher taught us how to use similes when we write.

Score Point 0 Sample:

The literary device is comparing riding a bicycle over a bump with an ice cube.