<table>
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<th><strong>Claim 1:</strong> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</th>
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<td><strong>Target 14:</strong> LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context</td>
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| **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 does the author mean by the phrase ‘xxx’?”). Use “passage” in the stem when referring to the stimulus. |
| **Standards** | **L-5** Demonstrate understanding of word relationships and nuances in word meanings.  
**L-5a** Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).  
**L-5b** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| **DOK/Difficulty Levels/Cognitive Complexity** | 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. |
| **Stimuli/Text Complexity** | Texts may be of low to high complexity at grade level; each text must include the use of figurative language and literary devices that have a discernible impact on the text.  
Clarification for Dual-Text Stimuli:  
- When a dual-text stimulus contains two informational texts, items can focus on either text and must include items across texts.  
- When a dual-text stimulus contains one informational and one literary text, all items must focus on the informational text, and must include items written across both texts. The literary text must only be used as a foundational piece for the set of items, and no items can be written for only the literary text. |
| **Accessibility Concerns** | Students will be required to read grade-level informational texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or |
supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

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<th>Evidence Required</th>
<th>Allowable Item Types</th>
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<td>1. The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.</td>
<td>Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS)</td>
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<tr>
<td>2. The student will interpret the intent and use of a literary device and analyze its impact on meaning or tone.</td>
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<tr>
<td>3. The student will interpret the connotative meaning of words and phrases used in context and analyze its impact on meaning or tone.</td>
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<tr>
<td>4. The student will analyze the impact of word choice on reader interpretation of meaning or tone.</td>
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## Task Models

### Task Model 1
- **Item Type:** Multiple Choice, single correct response (MC)
- **DOK:** 2, 3

### Stimulus:
Texts may be of low to high complexity at grade level; each text must include the use of figurative language and literary devices that have a discernible impact on the text.

### 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 a text.

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.
2. The student will interpret the use of literary devices.
3. The student will interpret the connotative meaning of words and phrases used in context.
4. The student will analyze the impact of word choice on reader interpretation of a text.

### Appropriate Stems:
- Read the [line/sentence] from the passage.
  - [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  - What does the [word/phrase] [underlined word or phrase] tell the reader about [the author/author’s point of view/events/information] in the passage?
- Read the [line/sentence] from the passage.
  - [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  - Which sentence **best** describes what the [description/example of figurative language] in the sentence(s) adds to meaning or tone of the passage?
- Read the [line/sentence] from the passage.
  - [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  - How does the [word/phrase] [underlined word or phrase] change the [reader’s understanding/thoughts] of the meaning of the passage?
- Read the [line/sentence] from the passage.
  - [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  - How does the author’s use of the word/phrase [insert word/phrase] help the reader understand [the author’s/person quoted] feelings about [insert idea]?
Why did the author use the phrase [insert phrase] from paragraph [insert paragraph] of the passage?

**Appropriate Stems for Dual-Text Stimuli Only:**

- Read the [line/sentence] from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the information in [text #2 name OR literary text name], what does the [word/phrase] [underlined word or phrase] tell the reader about [character name/the narrator/setting/story]?

- Read the [line/sentence] from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the information in [text #2 name OR literary text name], what does the author mean by the [word/phrase] [underlined word or phrase]?

- Read the [line/sentence] from [text #2 name OR literary text name].
  [directly quoted sentence(s) or line(s) from passage]
  Now read the line from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the [line/sentence] from [text #2 name OR literary text name], what does the [word/phrase] [underlined word or phrase] tell the reader about [character name/the narrator/setting/story]?

- Read the [line/sentence] from [text #2 name OR literary text name].
  [directly quoted sentence(s) or line(s) from passage]
  Now read the line from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the [line/sentence] from [text #2 name OR literary text name], what does the author mean by the [word/phrase] [underlined word or phrase]?

**Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points
**Task Models**

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<th>Task Model 2</th>
<th><strong>Stimulus:</strong> Texts may be of low to high complexity at grade level; each text must include the use of figurative language and literary devices that have a discernible impact on the text.</th>
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| Item Type: Multiple Choice, multiple correct response (MS) | **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 **answer choices** will present six options of similar structure. 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. |
| DOK: 2, 3 | **Target Evidence Statements:**  
1. The student will interpret the meaning of figurative words and phrases used in context.  
2. The student will interpret the use of literary devices.  
3. The student will interpret the connotative meaning of words and phrases used in context.  
4. The student will analyze the impact of word choice on reader interpretation of a text. |

**Appropriate Stems:**

- Read the [line/sentence] from the passage.  
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]  
  What does the [word/phrase] [underlined word or phrase] tell the reader about [the author/author’s point of view/events/information] in the passage? Pick [two/three] choices. OR Pick all that are correct.  
- Read the [line/sentence] from the passage.  
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]  
  Which sentence best describes what the [description/example of figurative language] in the sentence(s) adds to meaning or tone of the passage? Pick [two/three] choices. OR Pick all that are correct.  
- Read the [line/sentence] from the passage.  
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]  
  How does the author’s use of the word/phrase [insert word/phrase] help the reader understand [the author’s/person quoted] feelings about
[insert idea]? Pick [two/three] choices. OR Pick all that are correct.

Why did the author use the phrase [insert phrase] from paragraph [insert paragraph] of the passage? Pick [two/three] choices. OR Pick all that are correct.

**Appropriate Stems for Dual-Text Stimuli Only:**

- Read the [line/sentence] from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the information in [text #2 name OR literary text name], what does the [word/phrase] [underlined word or phrase] tell the reader about [character name/the narrator/setting/story]? Pick [two/three] choices. OR Pick all that are correct.

- Read the [line/sentence] from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the information in [text #2 name OR literary text name], what does the author mean by the [word/phrase] [underlined word or phrase]? Pick [two/three] choices. OR Pick all that are correct.

- Read the [line/sentence] from [informational text #2 name OR literary text name].
  [directly quoted sentence(s) or line(s) from passage]
  Now read the line from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the [line/sentence] from [text #2 name OR literary text name], what does the [word/phrase] [underlined word or phrase] tell the reader about [character name/the narrator/setting/story]? Pick [two/three] choices. OR Pick all that are correct.

- Read the [line/sentence] from [text #2 name OR literary text name].
  [directly quoted sentence(s) or line(s) from passage]
  Now read the line from [text #1 name].
  [directly quoted sentence(s) or line(s) from passage, with targeted word or phrase underlined]
  Based on the [line/sentence] from [text #2 name OR literary text name], what does the author mean by the [word/phrase] [underlined word or phrase]? Pick [two/three] choices. OR Pick all that are correct.

**Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points