NSCAS Summative Assessment

English Language Arts

Item Specifications

Grade 3

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Stimuli for Assessing ELA Standards

The 2021 revised Nebraska College and Career Ready Standards for English Language Arts (ELA) illustrate a text-centered approach to instruction in which all students become proficient readers through deliberate practice, and all students have access to grade-level, complex texts. Since high-quality, grade-level complex texts provide the basis for instruction in reading and other ELA domains such as vocabulary acquisition, text complexity will also be integral to the assessment of ELA standards. This introductory section of the item specifications document provides guidelines on the length, text complexity, and genres of stimuli to be used for assessing ELA standards. It also provides an overview of available item types.

Reading Standards

The purpose of the **Reading Prose and Poetry** and **Reading Informational Text** standards is for students to learn and apply reading skills and strategies to comprehend grade-level literary and informational texts. For this reason, measures of text complexity must be aligned with college and career readiness expectations for all students.

The **Lexile** guidelines in the table below are based on the range and complexity of texts outlined in the revised standards, which move students to proficiency as they progress through the grades. Meanwhile, the **Word Count** guidelines are based on the type of passage—**common stimulus** or **standalone**—and its intended use in the assessment. **Common Stimulus** passages are longer texts that are used to assess multiple Reading and Vocabulary standards. Students are asked to read a text and answer several questions that explore the text's central idea(s) and key particulars. **Standalone** passages are much shorter texts that assess just one Reading, Vocabulary, or Writing standard.

Grade	Common Stimulus Passages for Reading				Standalone Passages for Reading			
	Word Count		Lexile		Word Count		Lexile	
	Min	Max	Min	Max	Min	Max	Min	Max
3	200	650	420	820	31	125	420	820
4	450	750	740	1010	38	150	740	1010
5	450	750	740	1010	38	150	740	1010
6	650	950	925	1185	50	200	925	1185
7	650	950	925	1185	50	200	925	1185
8	650	950	925	1185	50	200	925	1185

Vocabulary Standards

The purpose of the **Vocabulary** standards is for students to build and use **conversational**, **academic**, and **discipline-specific**, grade-level vocabulary.

- o **Conversational vocabulary** refers to words used in everyday, real-life situations.
- o **Academic vocabulary** refers to words likely to appear in a variety of content area texts.
- o **Discipline-specific vocabulary** refers to words with precise meanings in one content area.

To assess vocabulary standards, target words/phrases must be embedded in context-rich assets that enable students to determine the word/phrase's meaning through context clues or other word-solving strategies (e.g., morphology, word relationships). Whenever possible, vocabulary should be assessed within the context of grade-level complex texts, after doing a careful review of challenging language that is central to understanding the meaning of the text, including figurative language. In addition, many of the vocabulary standards require that stimuli have above-grade-level words so that students must use context clues or other word-solving strategies to determine meaning.

Depending on the type of passage—**common stimulus** or **standalone**—being used to assess a specific vocabulary standard, follow the **Lexile** and **Word Count** guidelines in the table below. **Common Stimulus** passages are longer texts that are used to assess multiple Reading and Vocabulary standards. Students are asked to read a text and answer several questions that explore the text's central idea(s) and key particulars, including its vocabulary. **Standalone passages** are much shorter texts that assess just one Vocabulary standard.

Grade	Common Stimulus Passages for Vocabulary				Standalone Passages for Vocabulary			
	Word Count		Lexile		Word Count		Lexile	
	Min	Max	Min	Max	Min	Max	Min	Max
3	200	650	420	820	31	125	420	820
4	450	750	740	1010	38	150	740	1010
5	450	750	740	1010	38	150	740	1010
6	650	950	925	1185	50	200	925	1185
7	650	950	925	1185	50	200	925	1185
8	650	950	925	1185	50	200	925	1185

Writing Standards

The purpose of the **Writing** standards is for students to learn and apply writing skills and strategies to communicate effectively for a variety of purposes.

Production of Writing Standards

The **Production of Writing** standards focus on writing skills and strategies related to **grammar**, **usage**, and **mechanics**.

- o **Grammar** is the rules by which sentences are constructed.
- o **Usage** is the way words and phrases are commonly used.
- o **Mechanics** are norms of written language and include only spelling, punctuation, and capitalization.

Stimuli used to assess the Production of Writing standards should be as short as possible, and some standards may require no stimulus. However, other standards may require assets ranging from a short sentence to a short paragraph to assess the targeted writing skill. For example, an item might ask students to correctly place prepositional phrases within a sentence or identify and fix errors in pronoun-antecedent agreement within a short paragraph. In these cases, follow the **Lexile** and **Word Count** guidelines in the table below.

Grade	Stimuli for Writing Standards			
	Word Count		Lexile	
	Min	Max	Min	Max
3	N/A	125	365	565
4	N/A	150	420	820
5	N/A	150	420	820
6	N/A	200	740	1010
7	N/A	200	740	1010
8	N/A	200	740	1010

Modes of Writing Standards

The Modes of Writing standards focus on four broad modes of writing—**Narrative, Opinion** (3–5) **or Argumentative** (6–8), **Informative/Explanatory**, and **Research**. The forms that might be used to assess each genre are as follows:

- **Narrative forms** include but are not limited to: short stories, personal narratives, fables, myths, tall tales, fairy tales, plays, poetry, autobiography, biography, essays, screenplays, narrative nonfiction, realistic fiction, historical accounts, memoirs, nonlinear narratives, legends, epics, and ballads.

- **Opinion, or argumentative, forms** include but are not limited to: personal opinion pieces, appeals, editorials, proposals, personal essays, speeches, letters, literary analyses, and persuasive and op-ed pieces.

- **Informative/explanatory forms** include, but are not limited to: descriptive essays, comparative analyses, historical reports, manuals, process pieces, journal, magazine, and newspaper articles, memorandums, scientific reports, compare/contrast, problem/solution, and cause/effect essays.

When deciding what form to use, consider the grade-level appropriateness or the form and how well the form can assess the given standard.

Research standards emphasize the importance of conducting short as well as more sustained research projects to answer a question or solve a problem. They focus on gathering relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. While many research standards are assessed locally, items on state summative tests may give students a research scenario and ask them to do a specific research task (e.g., take notes, organize information, paraphrase details from a source without altering the meaning).

Stimuli used to assess the Modes of Writing standards should be an excerpt of writing that represents the work of a high-achieving student at the target grade level.

To ensure items assess the writing standards without inadvertently assessing the reading standards too, follow the **Lexile** and **Word Count** guidelines in the table below. In general, stimuli should be as short as possible but as long as necessary to assess the targeted writing skill.

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Grade	Stimuli for Writing Standards			
	Word Count		Lexile	
	Min	Max	Min	Max
3	N/A	125	365	565
4	N/A	150	420	820
5	N/A	150	420	820
6	N/A	200	740	1010
7	N/A	200	740	1010
8	N/A	200	740	1010

Item Types for Assessing ELA Standards

The following item types are available for assessing ELA standards.

Multiple-Choice (Choice): Students select one response from multiple options. (1 pt)

Multi-select (Choice Multiple): Students select two or more responses from multiple options. Some multi-select items are also two-point items for which students can earn partial credit. (1–2 pts)

Hot Text: Students select a response from within a piece of text or a table of information (e.g., word, section of a passage, number, symbol, or equation), which highlights the selected text. Some hot text items are also two-point items for which students can earn partial credit. (1–2 pts)

Composite: Students interact with multiple interaction types included within a single item. Students may receive partial credit for composite items. (always 2 pts)

Gap Match: Students select an option or options in an area called the toolbar and move or "drag and drop" these options (e.g., words, phrases, sentences, quotations) into a defined area, or "gap." (1–2 pts)

Constructed Response: Students can write a short text of 1–2 sentences in response to a question assessing a Modes of Writing standard. (always 2 pts)

There are three main considerations when deciding which item type to use:

1. **Consider various item types.**

   The item specifications in this document describe possible item approaches and may refer to a specific item type to illustrate an approach. Consider how a similar approach could be used with a different item type, or how the item approach could be adapted to work more naturally with a different item type.

2. **Consider the appropriateness of an item type.**

   To consider the appropriateness of an item type for a specific grade level and to assess a specific standard, ask these questions:

   o How complex is the item type for the grade level? Will the item's functionality make the task too complex?
   o Based on the item type, how easy will it be for students to understand what the item is asking them to do?
   o How well or how authentically can the item type assess the targeted standard?
   o Does the point value for the item type adequately reflect the difficulty of the task?
   o Should students be able to earn partial credit for this standard?
   o Can the item type increase student engagement without making the task overly complex?

3. **Consider the pros and cons of using a technology-enhanced item (TEI).**

   Use of TEIs should be both intentional and appropriate for the intended grade level and the standard being assessed. TEIs should never be used for technology's sake alone. For example, TEIs should not be used to increase student engagement if they also make the task overly complex (e.g., students must move many parts into many different containers). Such construct-irrelevant complexity is unfair and detracts from students being able to show what they know and can do. Therefore, the best way to ensure TEIs are used intentionally and appropriately is to consider the pros and cons of using a TEI for each item.

Item Specifications for Reading

Prose and Poetry Standards

LA.3.RP.1

Content Strand	Reading Prose and Poetry
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
Standard	LA.3.RP.1 Identify the central message or lesson in a literary text and explain how key details support that idea.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.1 asks students to both: • Identify the **central message** or **lesson** in a **literary text**; and • Explain how that message or lesson is supported by **key details**. The **central message** is the big idea of a story, poem, or drama. The **lesson** is what the author wants the reader to learn from the story, poem, or drama. A **literary text** at this grade might be a story, drama, or poem. **Key details** are important pieces of information in the text that help to support and develop the theme. Describing what a literary text is mostly about (e.g., a new friendship, learning from a mistake) is not the same as stating its central message or lesson, which should be a statement that offers some insight into life or human nature. For example: "A new friendship is exciting." or "Learning from a mistake is hard."
Progression from Previous Grade	The Grade 2 standard focuses on recounting narratives and determining a central message, lesson, or moral. The Grade 3 standard progresses to identifying the central message or lesson and explaining how key details support that central message or lesson.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify** the central message or lesson in a literary text. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: Identify the central message or lesson in a literary text **and explain** how key details support that idea. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** the central message or lesson in a literary text and explain how key details support that idea. DOK: 3
Possible Item Approaches		
Students will identify a statement of the central message or lesson in a literary text. The central message or lesson should be explicitly stated in the text or implied but easy to understand. • Stems can ask what the central message or lesson is in a drama, poem, or story. Or, what a character learns in a story, drama, or poem. The correct answer should be a complete sentence and could be a direct quotation from the text. Distractors should refer to other ideas in the text but have an incorrect message/lesson or have a common misconception about the intended message/lesson.	Students will identify a statement of the central message or lesson in a literary text, and they will identify a key detail that supports this idea. The central message or lesson should be accessible for students in Grade 3. • Part A can be similar to the item approach for Developing, but the correct answer should not be a direct quotation from the text. • Stems for Part B should focus on which detail helps show the message/lesson, or what happens because a main character learns a lesson, etc. The correct answer for Part B should be a direct quotation or paraphrased detail from the text, and distractors should be minor details that are somewhat related to the distractors in Part A.	Students will analyze a literary text to determine its central message or lesson, and they will identify the key detail(s) that support this idea. The central message or lesson should be implied and somewhat challenging to understand. • Part A can be similar to the item approach for On Track, but the correct answer should require students to make a deeper inference from the text. • Part B can be similar to the item approach for On Track, though it may have multiple correct answer(s). Also, the correct answer(s) and distractors for Part B must be direct quotations from the text rather than paraphrased details.

LA.3.RP.2

Content Strand	Reading Prose and Poetry
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts.
Standard	LA.3.RP.2 Explain how characters respond to major events and challenges in a literary text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.2 asks students to both: • Identify the **major events** or **challenges** that characters face in a literary text; and • Explain how a character responds to a major event or challenge in a literary text, such as by describing what that character says, does, feels, or thinks, and by drawing on specific details from the text. A **major event** is an occurrence in the story that has a significant impact on the characters and plot. A **challenge** is a difficult situation or obstacle that characters must overcome or deal with in the narrative. While this standard is about major events/challenges in a literary text, it is not about putting events into sequence. Instead, it's about understanding how a character responds to these events/challenges.
Progression from Previous Grade	The Grade 2 standard focuses on understanding the relationships between characters in stories; it involves describing the characters and how they interact with one another. The Grade 3 standard progresses to explaining how characters respond to major events and challenges in stories.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify the major events and/or challenges** that characters face in a literary text. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Explain how characters respond** to major events and challenges in a literary text. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** how characters respond to major events and challenges in a literary text, **drawing on specific details** such as a character's thoughts, words, or actions. DOK: 2
Possible Item Approaches		
Students will identify a major event or challenge that a character faces in a literary text. • Stems can ask which event or challenge is important to the story. The correct answer should be a major (as opposed to a minor) event in the story. Distractors should be descriptions of other events/challenges that are unimportant to the story.	Students will explain how a character responds to a major event or challenge in a literary text. • Stems can include a named event or challenge and ask students how that particular element made a character feel or act. Options should be all actions or all feelings, not a mixture of both. The correct answer should be well supported by the text and may even be explicitly stated. The distractors should be plausible feelings or actions related to the event or related to other parts of the text.	Students will analyze a literary text to determine how a character responds to a major event or challenge, drawing on specific details such as a character's thoughts, words, or actions. • The stem may identify the major event or challenge, with Part A asking the student to choose the correct explanation of how a character responds to that event. • Part B would ask students to select the piece of textual evidence that best shows or develops the correct response from Part A. The options can also be paraphrases of parts of the text. The correct answer for Part B should clearly support the correct answer from Part A, and the distractors should be plausible (e.g., reactions from other sections of text, normal human feelings that would arise from a similar encounter).

LA.3.RP.3

Content Strand	Reading Prose and Poetry
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
Standard	LA.3.RP.3 Determine and explain the point of view in a literary text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.3 asks students to both: • Identify the **narrator** or **speaker** in a literary text; and • Determine and explain the narrator's or speaker's **point of view**, which may include how that point of view influences the literary text or the reader's understanding of it. The **narrator** is the person or character who tells the story. The narrator can be a character within the story or an outside observer. The **speaker** is the person or character who is talking in the poem. The speaker can be the poet, a character within the poem, or an outside observer. The **point of view** refers to the vantage point from which a narrative, such as a story or poem, is told. It is not enough for students to identify the point of view as being first-person, third-person, etc. Instead, this standard is meant to encourage thinking about how a narrator's or speaker's point of view affects the way a story or a poem is told and its meaning.
Progression from Previous Grade	The Grade 2 standard focuses on determining and explaining who is telling a story within and across literary texts. The Grade 3 standard progresses to determining and explaining the point of view, or the vantage point from which a narrative is told.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify the narrator or speaker** in a literary text. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Determine and explain the point of view** in a literary text. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze how the point of view influences** a literary text. DOK: 3
Possible Item Approaches		
Students will identify who is telling the story in a literary text. • Stems should ask students to identify who is telling the story or a specific part of the story. The correct answer should be the actual narrator/speaker. The distractors should be other characters who are not telling the story, or the part of the story identified in the stem. Distractors might also include the author/poet or a named outside observer if appropriate. Distractors should not require students to identify first-person, third-person, etc.	Students will determine and explain the point of view in a literary text. • Stems should ask students to explain how the story is being told. The options should not use terms like first-person or third-person but should describe these points of view in a text-specific manner. For example, a correct answer for a story told in the first person might be: "The narrator shares her thoughts and feelings about going to a new school." A plausible distractor for the same story might be: "The narrator describes how Jolene acts on her first day at a new school."	Students will analyze the point of view in a literary text and explain how the point of view influences events in the text. • Stems should assume students know the point of view and not ask for students to then identify it. Instead, stems should ask about how the speaker's/narrator's point of view helps readers understand the story. The correct answer might be: "It shows what the narrator misses about her old school." A plausible distractor might be, "It tells what goes wrong for Jolene at the new school."

LA.3.RP.4

Content Strand	Reading Prose and Poetry
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text.
Standard	LA.3.RP.4 Explain how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to meaning.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.4 asks students to both: • Identify and/or describe the different **sections** of a literary text; and • Explain how sections **build on one another** and contribute to the overall meaning of the text, which may include evaluating which sections contribute most to the meaning. The **sections** of a literary text refer to its different parts, such as chapters in a book, scenes in a play, or stanzas in a poem. These sections **build on one another** because each section adds to or develops the characters, settings, plot, or theme in a literary text, which contributes to its overall meaning.
Progression from Previous Grade	The Grade 2 standard focuses on describing the basic structure of a literary text, including how literary elements are introduced and developed and how conflicts are resolved. The Grade 3 standard progresses to explaining how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another and contribute to the overall meaning.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify and/or describe the sections** of a literary text (e.g., chapters, scenes, stanzas). DOK: 1–2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Explain how sections** of a literary text (e.g., chapters, scenes, stanzas) **build on one another** and contribute to meaning. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** how sections of a literary text (e.g., chapters, scenes, stanzas) build on one another **and evaluate** which sections contribute most to meaning. DOK: 3
Possible Item Approaches		
Students will identify sections of a literary text or describe the purpose of particular sections. • Stems can ask students to identify which section of the text speaks to a particular point or topic, or stems can ask what a particular section is mostly about. Options should all be topics covered in the text, with the correct answer being the focus on the identified section.	Students will explain how a section of a literary texts connects to another section of the same text, building on ideas mentioned elsewhere and contributing to meaning overall. • Stems can ask students to explain the relationship between two key sections of a literary text. For example, "How does Stanza 4 connect to the idea of loving nature in Stanza 2?" Options should be plausible relationships of various ideas in the two sections that represent misunderstandings of connections within the text.	Students will analyze a literary text, focusing on how the various sections relate to one another, and evaluating which section most contributes to the meaning of the overall text. • Stems can ask students to explain the relationship between two key sections of a literary text (Part A), and then select the section that most helps contribute to that relationship to further reader understanding (Part B).

LA.3.RP.5

Content Strand	Reading Prose and Poetry
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
Standard	LA.3.RP.5 Compare and contrast the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series).
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.5 asks students to both: • Identify and/or describe the **themes**, **settings**, or **plots** of literary texts; and • Compare and/or contrast the themes, settings, or plots of two literary texts, which may include evaluating their effect. A **theme** is a message about life or human nature that the author wants to share with the reader. A **setting** is a time and place where events in a story happen. A **plot** is the sequence of events that make up the story, including the main conflicts and resolutions. Literary texts should be paired and conceptually related by topic, theme, and/or genre. Texts for this standard must be written by the same author about the same or similar characters. To compare and/or contrast sufficiently, students should be challenged to analyze how an area of similarity or difference is treated in each text.
Progression from Previous Grade	The Grade 2 standard focuses on comparing and contrasting two or more versions of the same story by different authors and/or from different cultures. The Grade 3 standard progresses to comparing and contrasting the themes, settings, and plots of stories written by the same author and about the same or similar characters (e.g., Peter Rabbit by Beatrix Potter, Alice in Wonderland by Lewis Carroll).

Achievement Level Descriptors

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify and/or describe** the themes, settings, and/or plots of literary texts written by the same author about the same or similar characters (e.g., books from a series). DOK: 2–3	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Compare and contrast** the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series). DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Evaluate the effect of** the themes, settings, and plots of literary texts written by the same author about the same or similar characters (e.g., books from a series). DOK: 3
Possible Item Approaches		
Students will identify and/or describe the themes, settings, or plots in a pair of literary texts written by the same author about the same or similar characters. • Stems can ask students to identify the themes of the two texts, with the options being complete sentences (e.g., Planning for the future is important.). Stems can also ask students to identify and/or describe the settings or plots of the two texts. Students developing the skills needed for this standard may not yet be able to compare or contrast across texts, but they should be able to identify the elements in each separate text.	Students will compare and/or contrast the themes, settings, or plots across two literary texts written by the same author about the same or similar characters. • Stems can ask students how the themes in the two texts are similar or different or both. Thematic statements should not be phrases but rather complete sentences. Stems can also ask about how the settings or plots in the two texts are similar or different or both.	Students will evaluate the effect of the themes, settings, or plots in two literary texts written by the same author about the same or similar characters. • Stems can ask students to evaluate how the themes differ in their development across the texts, with the correct answer being a notable contrast (e.g., "The author uses characters' actions in one text but setting in the other to develop the theme."). Stems can also ask students to evaluate how the settings or plots of each text impact the stories, focusing on a similarity or a difference between those impacts (e.g., "The setting of the garden teaches Peter to be brave in one story and to be careful in the other."). The evaluation should always include a comparison/contrast of the two texts and not focus on a single text.

LA.3.RP.6

Content Strand	Reading Prose and Poetry
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
Standard	LA.3.RP.6 Explain what the text says explicitly and draw inferences when asking and answering questions.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.6 asks students to both: • Identify what the text says **explicitly**; and • Draw **inferences** based on the text, which may include analyzing what the text says implicitly and/or citing evidence from the text. What the text says **explicitly** means any information that is clearly and directly stated in the text. To draw **inferences** means to make logical conclusions or interpretations based on evidence and reasoning from the text, rather than relying on what the text says explicitly.
Progression from Previous Grade	The Grade 2 standard focuses on asking and answering literal questions, such as straight recall about details in a story, and simple inferential questions, such as why or how, using key details from the story. The Grade 3 standard progresses to explaining what the text says explicitly and drawing deeper inferences when asking and answering questions about a story.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify what the text says explicitly**. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Explain** what the text says explicitly **and draw inferences** when asking and answering questions. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze what the text says implicitly, citing evidence** from the text as appropriate. DOK: 3
Possible Item Approaches		
Students will identify what the literary text says explicitly about a particular point, meaning what is directly stated. • Stems can ask students which sentence from the text explains how the author feels about something or what happens because of a particular event. The options should all be direct quotations from the text, not paraphrases of ideas.	Students will explain what the literary text says explicitly about a particular point, or students can draw inferences based on textual evidence when answering questions. • Stems can ask students to paraphrase what the text explicitly says about a particular point or, for less obvious points, draw inferences to answer questions. All questions should have the answers within the text, not requiring outside knowledge.	Students will analyze the literary text, drawing inferences based on what the text implies about particular elements. Students can also support those inferences using textual evidence. • Stems can require students to draw a text-based inference in Part A, and then cite supporting evidence in Part B. The evidence should be direct quotations from the text or paraphrased details.

LA.3.RP.7

Content Strand	Reading Prose and Poetry
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text.
Standard	LA.3.RP.7 Compare and contrast themes, topics, and/or patterns of events in a range of literary texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RP.7 asks students to both: • Identify or describe the **themes**, **topics**, or **patterns of events** in literary texts; and • Compare and/or contrast the themes, topics, or patterns of events in two literary texts, which may include evaluating how effectively the authors develop these elements. A **theme** is a message about life or human nature that the author wants to share with the reader. A **topic** is a subject that is discussed or explored in a text. A **pattern of events** is the sequence and structure of events that occur in stories (e.g., a hero's story or a fable with a moral lesson). Literary texts should be paired and conceptually related by topic, theme, and/or genre. To compare and/or contrast sufficiently, students should be challenged to consider how an area of similarity or difference is treated in each text.
Progression from Previous Grade	The Grade 2 standard focuses on comparing and contrasting topics across literary texts to build knowledge of cultures, including a culture's history, values, beliefs, and behaviors. The Grade 3 standard includes topics but progresses to comparing and contrasting themes and patterns of events across literary texts. This implies that students in Grade 3 are to deepen the knowledge they gain from literary texts.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify or describe** the themes, topics, and/or patterns of events in literary text(s). DOK: 2–3	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Compare and contrast** themes, topics, and/or patterns of events in a range of literary texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Evaluate how effectively** authors develop themes, topics, and/or patterns of events in a range of literary texts. DOK: 3
Possible Item Approaches		
Students will identify themes, topics, or patterns of events in a pair of literary texts. • Stems can ask students to identify themes, with options being complete sentences (e.g., Planning for the future is important.). Stems can also ask students to identify topics (i.e., what the text is about), or patterns of events (e.g., the main character keeps making the same mistake). Students developing the skills needed for this standard may not yet be able to compare or contrast across texts, so items written to the Developing ALD can address only one of the texts at a time. The questions can also address very basic similarities or differences between the texts. For example: "Both texts have a character that must solve a problem." or "One character asks for help to solve a problem, but the other character solves it alone."	Students will compare and/or contrast themes, topics, or patterns of events in a pair of literary texts. • Stems can ask students to compare or contrast across texts, focusing on how the themes, topics, or patterns of events are similar or different. With a technology-enhanced item, students might be asked to both compare and contrast.	Students will evaluate how effectively the authors develop the themes, topics, or patterns of events in a pair of literary texts. • Stems can ask students to evaluate how effectively the authors develop the themes, focusing on approaches used by each author (e.g., through setting, through character growth). Stems can also ask students to evaluate the topics discussed and how thoroughly each author developed them. Or they might ask students how effectively the patterns of events in each text were connected to the theme.

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Item Specifications for Reading

Informational Text Standards

LA.3.RI.1

Content Strand	Reading Informational Text
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
Standard	LA.3.RI.1 Identify the central idea and explain how key details support that idea.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.1 asks students to both: • Identify the **central idea** of an informational text; and • Explain how **key details** in the text support that idea. A **central idea** is the main point or primary message the author wants to convey in the text. **Key details** are important pieces of information or facts in the text that help to support and develop the central idea.
Progression from Previous Grade	The Grade 2 standard focuses on identifying the main topic and key details in a multi-paragraph text. The Grade 3 standard progresses to identifying the central idea and explaining how key details support that idea.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify** the central idea. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: Identify the central idea and **explain how key details support that idea**. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** the central idea and explain how key details support that idea. DOK: 3
Possible Item Approaches		
Students will identify a statement of the central idea in an informational text. The central idea should be explicitly stated in the text or implied but easy to understand. • Stems can ask what the central idea is in an informational text. The correct answer should be a complete sentence and could be a direct quotation from the text. Distractors should be other ideas in the text that are not a central idea but rather just a detail.	Students will identify a statement of the central idea in an informational text, and they identify a key detail that supports this idea. The central idea should be accessible for students in Grade 3. • Part A can be similar to the item approach for Developing, but the correct answer should not be a direct quotation from the text. • Stems for Part B should focus on which detail helps show the central idea. The correct answer for Part B should be a direct quotation or paraphrased detail from the text, and distractors should be minor details that are somewhat related to the distractors in Part A.	Students will analyze an informational text to determine its central idea, and they will identify the key detail(s) that support this idea. The central idea should be implied in the text and somewhat challenging to understand. • Part A can be similar to the item approach for On Track, but the correct answer should require students to make a deeper inference from the text. • Part B can be similar to the item approach for On Track, though it may have multiple correct answer(s). Also, the correct answer(s) and distractors for Part B must be direct quotations from the text rather than paraphrased details.

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LA.3.RI.2

Content Strand	Reading Informational Text
Anchor Standard	Central Ideas and Details Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level informational texts.
Standard	LA.3.RI.2 Explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.2 asks students to both: • Identify the key individual(s), historical event(s), scientific idea(s) or concept(s), or steps in a process in an informational text; and • Explain the **relationships** between individuals, **historical events**, **scientific ideas/concepts**, and/or **steps in a process**, or any two of these elements, which may include drawing on specific details in the text. **Relationships** refer to how two or more elements are connected or interact with each other. A **historical event** is a significant occurrence from the past that has shaped history. A **scientific idea or concept** is a theory, principle, or notion related to science. **Steps in a process** are the sequence of actions or stages involved in completing a task or procedure.
Progression from Previous Grade	The Grade 2 standard focuses on describing the connections between individuals, historical events, scientific ideas, or steps in a process. The Grade 3 standard progresses from describing these relationships to explaining them, and it expands the science content to include both scientific ideas and concepts.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify** the key individuals, historical events, scientific ideas or concepts, or steps in a process. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Explain the relationships** between individuals, historical events, scientific ideas or concepts, or steps in a process. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze the relationships** between individuals, historical events, scientific ideas or concepts, or steps in a process, **drawing on specific details** in the text. DOK: 2
Possible Item Approaches		
Students will identify the key individual(s), historical event(s), scientific idea(s) or concept(s), or steps in a process in an informational text. • Stems can ask students why the text is mostly about [individual]. Or why an [event or scientific idea/concept] is most important to the text (e.g., led to solving a problem). Stems might also ask students to explain the general purpose of a process that is described in the text (e.g., shows how a seed becomes a plant) or the importance of a specific step in a process (e.g., if you skip the eggs, the cake will be flat and dry).	Students will explain the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process in an informational text. • Stems can ask students a broad variety of questions, such as how two or more individuals are related; how two or more historical events are connected; how concepts within a science idea are related; or why particular steps in a process must occur, what their purposes are, or how they are interdependent or purposefully sequenced. The relationships students are asked to explain can also be about any two elements described above (e.g., an individual and an event).	Students will analyze the relationships between individuals, historical events, scientific ideas or concepts, or steps in a process in an informational text, and they will cite specific evidence that supports or develops the relationship. • Stems can be similar to the item approach for On Track, but the correct answer might require students to make deeper inferences about relationships from the text. The relationships can also be about any two elements described above (e.g., an individual and an event). • Part B stems, if included, can ask for specific details from the text, either direct quotations or paraphrased descriptions, that support the relationship described in Part A.

LA.3.RI.3

Content Strand	Reading Informational Text
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
Standard	LA.3.RI.3 Determine and explain the author's purpose in an informational text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.3 asks students to both: • Identify the **author's purpose** in a text; and • Explain the author's purpose, which may include explaining how that purpose influences the content, structure, and/or language of the text. The **author's purpose** is why the author wrote the text, such as to inform, persuade, entertain, or explain about a specific topic, perspective, situation, etc. It is not enough to use broad terms like "to inform," "to persuade," "to entertain," or "to explain" to describe the author's purpose. Descriptions of an author's purpose should be specific to the text, including details about the topic, perspective, and situation the author is writing about (e.g., The author wants to explain how bees live and work together in a hive.).
Progression from Previous Grade	The Grade 2 standard focuses on identifying the main purpose of a text, including what the author wants to answer, explain, or describe. The Grade 3 standard progresses to determining and explaining the author's purpose, which requires a deeper understanding of how the text supports that purpose.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify an author's purpose** in an informational text. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Determine and explain the author's purpose** in an informational text. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze how an author's purpose influences** an informational text. DOK: 3
Possible Item Approaches		
Students will identify the author's purpose in an informational text. • Stems can ask students to determine whether the main purpose of the text is "to inform," "to persuade," "to entertain," "to explain," etc., but the options should be specific to the text (e.g., The author wants to tell the reader about an important event in history.).	Students will determine the author's purpose in an informational text and explain why the author most likely chose to discuss the topic. • Stems could ask students to explain why the author is discussing the topic with readers. For example, "to discourage readers from keeping Capuchin monkeys as pets." • "Stems for a composite item could ask students to determine the author's purpose for Part A and explain why the author is discussing the topic with readers for Part B.	Students will analyze an informational text to understand how an author's purpose influences the text. • Stems should ask students how the author's purpose influences the text. For example, "What is one way the author makes a point in the text?" These questions may focus on tactics used by the author for a specific purpose. For example, a correct answer might be, "She interviews a person who has a pet Capuchin monkey to help show that the monkeys are happier in large groups in the wild."

LA.3.RI.4

Content Strand	Reading Informational Text
Anchor Standard	Author's Craft Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level informational texts.
Standard	LA.3.RI.4 Explain how text features (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) contribute to meaning.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.4 asks students to both: • Identify and/or describe various **text features**, such as titles, headings, table of contents, glossaries, captions, graphs, maps, or other visuals; and • Explain how text features contribute to meaning, which may include explaining how multiple text features build on one another. **Text features** are elements of a text that help organize, highlight, or present important information, such as in a visual format. At this grade, common text features include: titles, headings, table of contents, glossaries, captions, graphs, and maps. Any text feature that is assessed in an item should be present in the text, not introduced separately in the item.
Progression from Previous Grade	The Grade 2 standard focuses on explaining how text features contribute to the meaning of texts. The Grade 3 standard progresses to explaining how these text features contribute to meaning, which may extend beyond the text and require a deeper understanding of the role of text features in enhancing comprehension.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify and/or describe text features** (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals). DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Explain how text features** (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) **contribute to meaning**. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze how text features** (titles, headings, table of contents, glossaries, captions, graphs, maps, and/or other visuals) **build on one another** and explain how each one specifically contributes to meaning. DOK: 3
Possible Item Approaches		
Students will identify and/or describe a text feature. Some examples include: titles, headings, table of contents, glossaries, captions, graphs, maps, or other visuals. • Stems can ask students to identify which text feature can be used to find information in a text with multiple text features. For example, "Where can the definition of "primate" be found in the text?" with the answer being "glossary." Stems can also ask students to describe what a text feature does in a passage. For example, "What does the map show?" with the answer being "where primates live."	Students will explain how text feature(s), such as titles, headings, table of contents, glossaries, captions, graphs, maps, or other visuals, contribute to meaning. • Stems can ask students how a particular text feature in an informational text contributes to its overall meaning. For example, "How do the headings help the reader understand important ideas about lemurs?" with the answer being "They describe things lemurs need to stay alive."	Students will analyze text features in an informational text and show that they understand how the features build on one another and contribute to the meaning. • Stems can ask students to explain the relationship between text features of an informational text in ways that contribute to meaning. For example, "What does the map of where lemurs live and the caption under the photo help the reader understand?" with the answer being "The lemurs are in danger in Madagascar because the forests where they live are being cut down."

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LA.3.RI.5

Content Strand	Reading Informational Text
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.
Standard	LA.3.RI.5 Compare and contrast the two most important ideas and key details presented by multiple informational texts on the same topic.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.5 asks students to both: • Identify and/or describe the most **important ideas** in an informational text and the **key details** that support those important ideas; and • Compare and/or contrast the most important ideas and key details in **two** informational texts on the **same topic**, which may include analyzing how the ideas and details are presented in each text. **Important ideas** are the main points or concepts that are crucial to understanding a text. **Key details** are specific pieces of information that support and elaborate on the important ideas.
Progression from Previous Grade	The Grade 2 standard focuses on comparing and contrasting the two most important ideas from two informational texts on the same topic. The Grade 3 standard progresses by adding key details that support these important ideas and asking students to read multiple informational texts. This helps students integrate information from different texts, requiring a deeper level of analysis and synthesis.

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Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify and/or describe** the most important ideas and/or key details presented in informational text(s) on a given topic. DOK: 2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Compare and contrast** the two most important ideas and key details presented by multiple informational texts on the same topic. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** how the most important ideas and key details are presented by multiple informational texts on the same topic **citing text evidence**. DOK: 3
Possible Item Approaches		
Students will identify or describe the most important ideas or key details in a pair of informational texts on the same topic. • Stems can ask students to identify the most important ideas or details of each text, with options being complete sentences (e.g., All plants grow from seeds.). Stems can also ask students to identify key details (e.g., There are many kinds of seeds). Students developing the skills needed for this standard may not yet be able to compare or contrast across texts, so items written to the Developing ALD can address only one of the texts at a time. The questions can also address very basic similarities or differences between the texts (e.g., Both texts describe how seeds work).	Students will compare and/or contrast the two most important ideas or key details in a pair of informational texts on the same topic. • Stems can ask students to compare or contrast across texts, focusing on how the most important ideas or key details are similar or different. With a technology-enhanced item, students might be asked to both compare and contrast.	Students will analyze how the most important ideas and/or key details are presented in a pair of informational texts on the same topic, citing text evidence as support. • Stems for Part A can ask students to analyze each text to determine how the author develops or presents the most important ideas or key details (e.g., "One author shows how seeds travel in different ways. The other author follows the journey of one seed."). Stems for Part B would then ask students to choose text evidence that best supports the correct answer from Part A.

LA.3.RI.6

Content Strand	Reading Informational Text
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.
Standard	LA.3.RI.6 Identify an author's claim(s) and explain how the author supports the claim(s) in the text.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.6 asks students to both: • Identify the **claim(s)** made by the author of a text; and • Explain how the author **supports their claim(s)** in the text, which may include explaining how they develop the claim. A **claim** refers to an author's primary argument and is supported by textual evidence. An author typically **supports their claim(s)** with evidence, reasoning, or examples that help develop the claim and make it more convincing to readers.
Progression from Previous Grade	The Grade 2 standard focuses on explaining an author's opinion(s) and the supporting evidence from the text. The Grade 3 standard progresses to identifying an author's claim(s) and explaining how the author supports these claims, requiring a more detailed analysis of the author's argument and the evidence provided.

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Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify an author's claim(s)** in the text. DOK: 1–2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: Identify an author's claim(s) and **explain how the author supports the claim(s)** in the text. DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** an author's claim(s) and **how the author develops the claim(s)** throughout the text. DOK: 3
Possible Item Approaches		
Students will identify an author's claim in an informational text. The claim should be explicitly stated in the text or implied but easy to understand. • Stems will ask students to identify the author's claim. If the claim is explicit, students may be asked to find the exact sentence in the text with all answer options being quotations. If the claim is implicit, students may be asked to choose the best paraphrase of the author's claim with all answer options being paraphrased ideas from the text.	Students will explain how the author of an informational text supports the claim made. The claim should be accessible for students in Grade 3. • Students may first be asked to identify the claim (Part A) and then provide textual evidence of how the author supports that claim (Part B). The evidence can be quotations from the text or paraphrased ideas. Students may also be provided with a claim in the stem and then asked to choose the piece of text evidence that best supports the claim.	Students will analyze an author's claim in an informational text and explain how the author develops the claim throughout the text. The claim should be implied in the text and somewhat challenging to understand. • Stems for Part A may still ask students to identify the author's claim, but this analysis should require more inferencing on the part of the student. • Stems for Part B can ask students to explain how the claim is developed by citing more than one piece of textual evidence, such as direct quotations from the text or paraphrased details, such as "by including information about the amount of paper used a year," or "by describing how paper is easily recycled."

LA.3.RI.7

Content Strand	Reading Informational Text
Anchor Standard	Knowledge and Ideas Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level informational texts.
Standard	LA.3.RI.7 Compare and contrast topics and/or patterns of events in a range of informational texts.
Indicator	N/A
Central Aspects to Be Measured	An item that fully measures LA.3.RI.7 asks students to both: • Identify and/or describe the **topics** and/or **patterns of events** in informational texts; and • Compare and/or contrast the topics and/or patterns of events in two informational texts, which may include evaluating how effective an author is in developing them. A **topic** is a subject that is discussed or explored in a text. A **pattern of events** is the sequence or structure of events in an informational text, such as chronological order, steps in a process, or problem-solution. Informational texts should be paired and conceptually related by topic, content area, and/or genre. To compare and/or contrast sufficiently, students should be challenged to analyze how an area of similarity or difference is treated in each text.
Progression from Previous Grade	The Grade 2 standard focuses on comparing and contrasting topics in a variety of informational texts to build knowledge of cultures, including aspects like history, values, beliefs, and behaviors. The Grade 3 standard progresses to comparing and contrasting topics and/or patterns of events in a range of informational texts, requiring a broader analysis that includes not just topics but also the sequence and structure of events.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify and/or describe** the topics and/or patterns of events in informational text(s). DOK: 2	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Compare and contrast** topics and/or patterns of events in a range of informational texts. DOK: 2–3	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Evaluate how effectively** authors develop topics and/or patterns of events in a range of informational texts. DOK: 3
Possible Item Approaches		
Students will identify topics or patterns of events in a pair of informational texts. • Stems can ask students to identify topics (What are Text 1 and Text 2 mostly about?) or patterns of events (What happens in Text 1 and Text 2?). Students developing the skills needed for this standard may not yet be able to compare or contrast across texts, so items written to the Developing ALD can address only one of the texts at a time. The questions can also address very basic similarities or differences between the texts (e.g., "What topic is only discussed in Text 1?").	Students will compare and/or contrast topics or patterns of events in a pair of informational texts. • Stems can ask students to compare or contrast across texts, focusing on how the topics or patterns of events are similar or different. With a technology-enhanced item, students might be asked to both compare and contrast.	Students will evaluate how effectively the authors develop the topics or patterns of events in a pair of informational texts. • Stems can ask students to evaluate how effectively the authors develop the topics or patterns of events, focusing on the approaches used (e.g., providing general information about weather vs. focusing on the importance of precipitation.). Stems can also ask students to evaluate the topics or patterns of events discussed (e.g., how thoroughly each author develops them). For example, students might be asked to explain which author covered the topic more thoroughly and why.

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Item Specifications for Vocabulary Standards

LA.3.V.1.a

Content Strand	Vocabulary
Anchor Standard	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
Standard	LA.3.V.1 Acquire and use grade level academic vocabulary appropriately.
Indicator	LA.3.V.1.a Use sentence-level context clues to determine the meaning of a word or phrase.
Central Aspects to Be Measured	An item that fully measures LA.3.V.1.a asks students to: • Identify and use **sentence-level context clues** to determine the meaning of an **unknown word or phrase**. **Sentence-level context clues** are hints given within a sentence that help define an unfamiliar word or phrase. These clues can be definitions, examples, synonyms, antonyms, or explanations that surround the target word or phrase, and they can be explicit or implicit. For the purpose of assessment, an **unknown word or phrase** is one that is above-grade and likely unfamiliar to students. Priority should be given to assessing above grade-level academic vocabulary embedded in complex, grade-level texts. Academic vocabulary refers to words and phrases that are likely to appear in a variety of content area texts (e.g., ELA, math, science, social studies). However, target words and phrases for this standard may also include conversational or discipline-specific vocabulary. Finding appropriate target words and phrases requires carefully reviewing the text for challenging language that is also central to the text's meaning. The target word or phrase should be one not typically known by students at this grade, so context is needed, and there must be sufficient context in the text to determine meaning.
Progression from Previous Grade	The Grade 2 and Grade 3 standards are identical. This emphasizes how important it is for students in grades 2–3 to hone their ability to use sentence-level context clues to determine the meanings of words and phrases. This will help them progress in later grades to using more challenging and nuanced context clues, such as those at the paragraph and passage-level.
Achievement Level Descriptors	

Developing	On Track	Advanced
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Use explicit sentence-level context clues** to determine the meaning of a word or phrase. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: Use **sentence-level context clues** to determine the meaning of a word or phrase. DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: Use **implicit sentence-level or explicit paragraph-level context clues [in longer sentences or adjacent sentences]** to determine the meaning of a word or phrase. DOK: 2
Possible Item Approaches		
Students will use explicit context clues within the same sentence to determine meaning of an above-grade-level word in either a literary or informational text. • Stems can ask students to choose the meaning of an unknown, above-grade-level word based on other words within the same sentence that provide explicit context. For example, in a story focusing on rescuing animals, a sentence might read, "We did not want to abandon, or leave, the puppies in the box where we found them." The students could use the appositive "leave" as the explicit clue to the meaning of "abandon," which is a Grade 5 word and is central to the meaning of the story.	Students will use implied context clues within the same sentence to determine meaning of an above-grade-level word in either a literary or informational text. • Stems can ask students to choose the meaning of an unknown, above-grade-level word based on other words within the same sentence that provide implicit clues for context. For example, in a story focusing on rescuing animals, a sentence might read, "We decided to accompany the puppies to the local shelter so they would not be alone." The students could use "they would not be alone" as context to determine the word "accompany," a Grade 5 word, means "go with" since they would then be with the puppies to present them from being by themselves.	Students will use implied context clues within a longer, more complex sentence to determine meaning of an above-grade-level word in either a literary or informational text. • Stems can ask students to choose the meaning of an unknown, above-grade-level word based on other words within a longer, more complex sentence that provide implicit clues for context. For example, in a story focusing on rescuing animals, a sentence might read, "Both Fido and Pepper would be fine without us when we left, although I suspected Fido would take more time to make the adjustment to his new situation." The students could use "without us when we left" and "new situation" to understand Fido will be facing change, and even "take more time" shows he will need to accept that change or make an "adjustment." Adjustment is a Grade 6 word, and the sentence is longer and fairly complex for Grade 3. • Stems can also ask students to choose the meaning of an unknown, above-grade-level word that has explicit context clues within the context of the paragraph to help determine the meaning of the word.

LA.3.V.1.b

Content Strand	Vocabulary
Anchor Standard	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
Standard	LA.3.V.1 Acquire and use grade level academic vocabulary appropriately.
Indicator	LA.3.V.1.b Use affixes to determine the meaning of unknown words (e.g., comfortable, uncomfortable).
Central Aspects to Be Measured	An item that fully measures LA.3.V.1.b asks students to both: • Identify **affixes** (prefixes and suffixes) in known and unknown words; and • Use their knowledge of affixes to determine the meaning of **unknown words**, such as by breaking words down into their root words and affixes. **Affixes** refer to both prefixes and suffixes. A prefix is an affix placed at the beginning of a word to modify its meaning (e.g., "un-" in "unknown"). A suffix is an affix placed at the end of a word to modify its meaning (e.g., "-ful" in "joyful"). Common affixes would be those typically taught in a K–3 phonics program. Less common affixes would be those typically taught in grades 4 and above. For the purpose of assessment, **unknown words** are words that are above-grade level and likely to be unfamiliar to students. Academic vocabulary refers to words and phrases that are likely to appear in a variety of content area texts (e.g., ELA, math, science, social studies). Academic vocabulary should be prioritized, as it includes many words with the same root word but different affixes (e.g., play, display, replay). When selecting appropriate words to assess, the unknown word should be above grade level, but the affixes should be at or below grade level.
Progression from Previous Grade	The Grade 2 standard focuses on using commonly occurring prefixes and suffixes to determine the meaning of unknown words (e.g., happy/unhappy). The Grade 3 standard progresses to using affixes to determine the meaning of unknown words, expanding the focus to include a broader range of prefixes and suffixes and more complex words (e.g., comfortable/uncomfortable).

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify affixes** in known and unknown words. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Use affixes** to determine the meaning of unknown words (e.g., comfortable, uncomfortable). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Apply knowledge of less common affixes** to determine the meaning of unknown words (e.g., nonsense, conductor). DOK: 1–2
Possible Item Approaches		
Students will identify prefixes or suffixes in known or unknown words that appear in literary or informational texts. • Stems will ask students to identify prefixes or suffixes in words that appear in a text to show that they understand the concept of affixes. Students should not be asked to explain the meaning of affixes but rather only identify them. For example, "Which word from the article includes a prefix?"	Students will use common affixes to determine the meaning of unknown words in literary or informational texts. • Stems will ask students to determine the meaning of an unknown word that includes a common affix for the grade level. The stem should include the sentence from the text in which the target word appears. For example, "This sentence is from the passage. 'Leo felt uncertain about which ice cream flavor to choose because they all looked so delicious.' Based on the prefix *un-*, what does the word uncertain mean in the sentence?" All answer options should be related to affixes. The correct answer for this item would be "not sure about something" and a plausible distractor would be "doing something again."	Students will use less common affixes to determine the meaning of unknown words in literary or informational texts. • Stems can be similar to the item approach for On Track but should ask students to determine the meaning of unknown words that include less common affixes for the grade level. For example, "Based on the prefix *in-* and the suffix *-ible*, what does the word invisible mean in the sentence?" The correct answer for this item would be "unable to be seen" and a plausible distractor would be "before being seen."

LA.3.V.1.c

Content Strand	Vocabulary
Anchor Standard	Acquisition and Use Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening.
Standard	LA.3.V.1 Acquire and use grade level academic vocabulary appropriately.
Indicator	LA.3.V.1.c Use known root words to determine the meaning of unknown words (e.g., company, companion).
Central Aspects to Be Measured	An item that fully measures LA.3.V.1.c asks students to both: • Identify **known root words** in **unknown words**; and • Use their knowledge of root words to determine the meaning of unknown words. A **root word** is the basic part of a word that carries its main meaning; a root word can stand alone or be combined with prefixes and/or suffixes. For example, "company" and "companion" both share the root word "comp," which relates to the idea of being together. **Known root words** include those that are commonly taught below grade level or typically taught at grade level. Complex root words would be the most advanced of these. For the purpose of assessment, **unknown words** are words that are above grade level and likely to be unfamiliar to students. Academic vocabulary, which includes many words with the same root but different affixes (e.g., use, useful, reuse), should be prioritized for assessment. When selecting appropriate target words, the unknown word should be above grade level, but the root word should be at or below grade level. Also, items should assess the meaning of the target word (reuse) based on the meaning of the root word (use), not solely on the meaning of the affix (re-).
Progression from Previous Grade	The Grade 2 standard focuses on using known root words to determine the meaning of unknown words (e.g., addition, additional). The Grade 3 standard is identical but includes examples of more advanced words (e.g., company, companion).

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Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify a common root word** in a set of unknown words. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Use known root words** to determine the meaning of unknown words (e.g., company, companion). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Apply knowledge of complex root words** to determine the meaning and/or relationship of unknown words (e.g., astronomy, asteroid). DOK: 1–2
Possible Item Approaches		
Students will identify a common root word in a set of unknown words in a literary or informational text. • Stems can ask students to determine which root word is common in a given set of words. One unknown word from the passage is chosen, then 2 other words with the same root are listed. For example, "What root word is shared by this set of words: careful, uncaring, careless?" The options would include the correct answer, "care," along with things like "car," "card," and "ca."	Students will use known root words to determine the meaning of unknown words in a literary or informational text. • Stems can ask students to determine the meaning of an unknown word using the meaning of a common root word. The stem should include the sentence from the text in which the target word appears. For example, "This sentence is from the passage. 'In the 1800s, people used a telegraph to send messages quickly over long distances.' The root word -*tele*- means 'far or at a distance.' And the root word -*graph*- means 'to write.' What does the word 'telegraph' mean in the sentence?"	Students will apply the knowledge of complex root words to determine the meaning or relationship of unknown words. • Stems can present multiple words from a text that share a complex root word and ask students to determine the meaning of the words or the relationship of the words (e.g., antonym). For example, students might be asked to read this short stimulus: "When a volcano erupts, spilling hot lava, ash, and gases down the mountainsides, it can be exciting but also dangerous. This explosion often disrupts the lives of people and animals living nearby." Then students could be asked about the relationship between the words erupts and disrupts, with the answer being that they both show something that involves a breaking of some sort.

LA.3.V.2.a

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.3.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.3.V.2.a Distinguish between literal and nonliteral meanings of words and phrases in context (e.g., take steps).
Central Aspects to Be Measured	An item that fully measures LA.3.V.2.a asks students to: • Identify if a word or phrase has a **literal** or **nonliteral** meaning, based on the context of a text; and • Distinguish between literal and nonliteral meanings, which may include evaluating the meanings in context. The **literal** meaning of a word or phrase is its exact, dictionary definition. For example, "take steps" literally means to move by lifting and setting down one's feet. The **nonliteral** or figurative meaning of a word or phrase is different from its literal meaning. For example, a nonliteral meaning of "take steps" can be to take action or make progress toward a goal. **Technical language** is subject-specific, Tier 3 vocabulary. The target word or phrase should be embedded in a context-rich passage to avoid cultural bias.
Progression from Previous Grade	The Grade 2 standard focuses on asking and answering questions about key words and phrases to determine their meaning. The Grade 3 standard progresses to distinguishing between literal and nonliteral meanings of words and phrases in context. This requires a deeper understanding of how authors use language to contribute meaning to a text.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify** whether words and/or phrases have a literal or non-literal meaning in context. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Distinguish** between literal and nonliteral meanings of words and phrases in context (e.g., take steps). DOK: 2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Evaluate** meanings of literal and nonliteral words and phrases in context (e.g., piece of cake). DOK: 2
Possible Item Approaches		
Students will identify whether a word or phrase in a literary or informational text has a literal or non-literal meaning. • Stems can ask students which word or phrase from a literary or informational text means something other than what it says in the sentence. For example, students choose "It's raining cats and dogs" from a list of four options to show they understand it is not literally raining cats and dogs from the sky. Instead, this is a figurative expression.	Students will distinguish between literal and nonliteral meanings of words and phrases in a literary or informational text. • Stems can ask students to determine which option shows the author's intent when using a particular phrase that may have literal and nonliteral meanings. For example, "What does the author mean when she says, 'Thea is a night owl'?" The options would include the correct answer of "Thea likes to stay up late," and distractors such as "Thea likes to pretend she is a type of bird."	Students will evaluate the meanings of literal and nonliteral words and phrases in a literary or informational text. • Stems can ask students to evaluate a nonliteral word or phrase that appears in a text, with the focus being on figurative language that is more nuanced and text specific. For example, in an informational text about Mae Jemison, the author says, "She soared to new heights." Students would then be asked, "What does the phrase 'soared to new heights' show about Mae?" with the correct answer being something about it emphasizing her amazing accomplishments and a plausible distractor being a more literal interpretation, such as that she traveled in space.

LA.3.V.2.b

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.3.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.3.V.2.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
Central Aspects to Be Measured	An item that fully measures LA.3.V.2.b asks students to both: • Identify words that have **real-life connections** to a known topic, person, or object; and • Explain how the words are used in real-life contexts, such as through examples that illustrate their meanings and can help students determine the meaning of unknown words. **Real-life connections** are the practical or everyday use of words in situations that students might encounter outside of the classroom. For example, describing people who are "friendly" or "helpful" is based on their behavior in real-life scenarios, such as a classmate wanting to play after school (friendly) or a neighbor asking to carry groceries (helpful). **Technical language** is subject-specific, Tier 3 vocabulary. Where possible, target words or phrases should be embedded in a context-rich passage, and they should be good examples of real-life connections to a known topic, person, or object.
Progression from Previous Grade	The Grade 2 standard focuses on distinguishing nuances of meaning between closely related verbs (e.g., toss, throw) and closely related adjectives (e.g., thin, slender). The Grade 3 standard progresses to identifying real-life connections between words and their use, requiring students to apply their understanding of words in practical, everyday contexts (e.g., describing people who are friendly or helpful).

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Create word lists** that can be used in real-life descriptions of a known topic, person, or object (e.g., kind, amusing, friendly, helpful). DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Identify real-life connections** between words and their use (e.g., describe people who are friendly or helpful). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Apply real-life connections** to determine the meaning of an unknown word (e.g., people riding a roller coaster can be nervous and anxious). DOK: 2
Possible Item Approaches		
Students will create lists of words that can be used to describe a real-life topic, person, or object discussed in a literary or informational text. • Stems can ask students to select words from a list that would apply to a chosen topic, person, or object discussed in a text. For example, if the informational text is about service dogs, students could be asked to a choose a word that applies to service dogs in general, "helpful."	Students will identify real-life connections between words and their use in a literary or informational text. • Stems can ask students to identify multiple words from a text that describe a chosen topic, person, or object. For example, if the informational text is about service dogs, students could be asked to choose two words from the text that describe the dogs specifically. The list of words might include brave and smart (the two correct answers) and other words from the text that do not describe the dogs specifically (e.g., dangerous, important, training).	Students will apply real-life connections to determine the meaning of an unknown word in a literary or informational text. • Stems can ask students to use a described experience in a text to determine the meaning of an unknown, above-grade-level word related to that experience. For example, when reading about a psychiatric service dog, students may encounter the above-grade-level word "emotions." The stem might include the sentence with the target word and then ask, "Based on the text, what does the word 'emotions' mean?"

LA.3.V.2.c

Content Strand	Vocabulary
Anchor Standard	Context and Connotation Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
Standard	LA.3.V.2 Interpret an author's use of figurative, connotative, and technical language in grade-level literary and informational text.
Indicator	LA.3.V.2.c Distinguish nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected).
Central Aspects to Be Measured	An item that fully measures LA.3.V.2.c asks students to both: • Identify words that describe **states of mind** or **degrees of certainty**; and • Distinguish **nuances of meaning** between these related words, including **denotative** and **connotative** meanings. **States of mind** refer to the mental or emotional condition of a person at a particular time. For example, words like "happy," "excited," and "proud" describe states of mind. **Degrees of certainty** refer to how sure someone is about something. For example, words like "certain," "likely," and "possible" show different degrees of certainty. **Nuances of meaning** refer to the slight differences in meanings or feelings associated with similar words. For example, the word "believed" suggests a stronger degree of certainty than the word "suspected." The intent of this standard is for students to determine the shades of meanings among related words, either from their **denotative** meanings (dictionary definitions) or from their **connotative** meanings (emotional associations that words have beyond their dictionary definitions). If a character "wondered" about something in a story, students should consider what the word "wondered" shows that the word "thought" does not. Since nuanced meanings require a deeper understanding of words, target words should be at or below grade level and embedded in context.
Progression from Previous Grade	There is no specific Grade 2 standard for distinguishing nuances of meaning between related words. This suggests that students in Grade 2 are building a broad foundation of word knowledge. The Grade 3 standard progresses to distinguishing nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected), which requires deeper knowledge of individual words to determine the subtle differences in word meanings.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
With a range of texts with text complexity commonly found in Grade 3, a student performing in Developing can likely: **Identify** and/or categorize words based on states of mind and/or degrees of certainty. DOK: 1	With a range of texts with text complexity commonly found in Grade 3, a student performing in On Track can likely: **Distinguish** nuances of meaning between related words that describe states of mind or degrees of certainty (e.g., believed, suspected). DOK: 1–2	With a range of texts with text complexity commonly found at the intersection of Grade 3 and Grade 4, a student performing in Advanced can likely: **Analyze** the connotations and nuances of meanings to differentiate between closely related words that describe states of mind or degrees of certainty (e.g., thrilled, enthusiastic). DOK: 2
Possible Item Approaches		
Students will identify and/or categorize words in a literary or informational text based on states of mind and/or degrees of certainty. • Stems can ask students to identify on or below-grade-level words from the passage that describe how a character feels about a particular event (e.g., upset, sad, unhappy) or words that reveal the degree of certainty about an issue (e.g., scientists wonder, are curious, want to explore).	Students will distinguish nuances of meaning between related words that describe states of mind or degrees of certainty in a literary or informational text. • Stems can ask students which word from a given list from the text shows the highest degree or lowest degree of certainty (e.g., doubtful vs. questioning or confident vs. hoped). Stems can also ask for highest degree or lowest degree for states of mind. Tested words should be on or below grade level.	Students will analyze the connotations and nuances of meanings to differentiate between closely related words that describe states of mind or degrees of certainty in a literary or informational text. • Stems can ask students to analyze closely related words that describe states of mind in a literary or informational text to home in on nuances of meaning. For example: "This sentence is from the passage. 'Jerome blasted his music, hoping his brother would want to join his living room dance party.' Why did the author use the word 'blasted' instead of 'played'?" Stems can also address degrees of certainty. Tested words should be on or below grade level.

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Item Specifications for Writing Standards

LA.3.W.1.a

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.a Capitalize proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.a asks students to: • Apply standard capitalization rules for **proper nouns**, **proper adjectives**, and/or words in **titles**. A **proper noun** is the name of a specific person, place, thing, or idea and is always capitalized. Examples include: Renaissance (historic period), Canadian (nationality), and Spanish (language). A **proper adjective** is derived from a proper noun and is always capitalized. For example, the proper adjective "Brazilian" is derived from the proper noun "Brazil." **Titles** include the names of books, articles, songs, etc. Some but not all words in titles are capitalized. "Because of Winn-Dixie" is a book by Kate DiCamillo, for example. The words, "Because," "Winn," and "Dixie" in the title are capitalized, but the word "of" is not.
Progression from Previous Grade	The Grade 2 standard focuses on capitalizing proper nouns, such as holidays, countries, and product names. The Grade 3 standard progresses by adding other categories of proper nouns (historic periods, nationalities, and languages), as well as capitalization rules for proper adjectives and appropriate words in titles. These additions require a more detailed understanding of capitalization.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Capitalize familiar proper nouns and/or appropriate **words in titles**. DOK: 1	Capitalize **proper nouns** (e.g., historic periods, nationalities, languages), **proper adjectives** (e.g., South American), and appropriate words in titles. DOK: 1	**Recognize and apply capitalization rules** for proper nouns (e.g., historic periods, nationalities, languages), proper adjectives (e.g., South American), and appropriate words in titles. DOK: 1
Possible Item Approaches		
Students will correctly capitalize familiar proper nouns or appropriate words in titles. • Stems can ask students to capitalize a familiar word or a basic title. Because context is not needed, the item will not have a stimulus. Instead, items can simply ask, "Which proper noun is correctly capitalized?" or "Which title is correctly capitalized?" All options should be proper nouns or titles, depending on the question. For example, "Eric Carle (correct answer), Eric carle, eric Carle, eric carle."	Students will correctly capitalize less familiar proper nouns, proper adjectives, or appropriate words in titles. • Stems can ask students to capitalize a less familiar proper noun. Because context is not needed, the item will not have a stimulus. Instead, items can simply ask, "Which location is correctly capitalized?" with options such as Great pyramid of Giza, mount Everest, Great Wall of China (correct answer), and Mount rushmore. Stems can also ask students for correct capitalization of proper adjectives (e.g., American flag, Italian food). Finally, stems can ask about the correct capitalization of more challenging titles, "What is the correct way to capitalize the title of the book?" with options such as The Very Hungry Caterpillar (correct answer), The very hungry caterpillar, etc.	Students will recognize and apply capitalization rules for proper nouns, proper adjectives, or appropriate words in titles. • Stems should focus on the actual rules used to determine correct capitalization as demonstrated through the student's ability to apply the rule. For example, the student reads the rule, "The first word and any other important words in a title should be capitalized, but small, unimportant words should not. Which title is capitalized correctly based on this rule?"

LA.3.W.1.b

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.b Use commas in addresses and commas and quotation marks in dialogue; use an apostrophe to form and use possessives.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.b asks students to do one or more of the following: • Correctly use commas to separate elements in **addresses** (e.g., "123 Main Street, Springfield, IL"); or • Correctly use commas and quotation marks to punctuate **dialogue** (e.g., "She said, 'Let's go to the park.'"); or • Correctly use apostrophes to **show possession** (e.g., "the dog's bone"). Commas are used to separate different parts of an **address**, such as the street, city, and state. Quotation marks are used to enclose the exact words spoken by a character in **dialogue**, while commas are used to separate the dialogue from the rest of the sentence. An apostrophe is used to **show possession** or indicate that something belongs to someone or something. For singular nouns (cat), the rule is to add 's (e.g., "the cat's toy").
Progression from Previous Grade	The Grade 2 standard focuses on using commas in greetings and closings of letters and using apostrophes to form contractions and frequently occurring possessives. The Grade 3 standard progresses by adding other uses of commas (in addresses, in quotation marks in dialogue), the use of quotation marks in dialogue, and it expands the use of apostrophes to all possessives, not just frequently occurring ones. These additions require a more advanced understanding and application of punctuation rules.

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Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use commas in addresses or commas **and quotation marks** in dialogue. DOK: 1	Use commas in addresses and commas and quotation marks in dialogue; **use an apostrophe to form and use possessives**. DOK: 1	**Recognize and apply punctuation rules for using commas** in addresses; commas and quotation marks in dialogue; use an apostrophe to form and use plural and/or singular possessives. DOK: 1
Possible Item Approaches		
Students will use commas in addresses or commas and quotation marks in dialogue. • Stems can ask students to identify correctly written addresses using commas or correctly written dialogue that includes commas and quotation marks. Because context is not needed, the item will not have a stimulus. Instead, items can simply ask, "Which address uses commas correctly?" or "Which sentence uses commas and quotation marks correctly?" with the sentence then being dialogue.	Students will use apostrophes to form and use singular possessives. • Stems can ask students "Which sentence shows that the [noun] belongs to [character]." The options should be a short, complete sentences with the possessive noun being the only word that is different (2 AOs with apostrophes, 2 without). All options should include words that are singular possessives. Alternately, stems can ask which word goes in a blank to correctly complete the sentence. The word will be the singular possessive. • Stems can also assess addresses and dialogue as in the Developing ALD, but with more difficult or more sophisticated usage scenarios.	Students will recognize and apply punctuation rules for commas in addresses, commas and quotation marks in dialogue, or apostrophes used to form plural and/or singular possessives. • Stems should focus on the actual rules used to determine correct punctuation for the named elements above as demonstrated through the student's ability to apply the rule. For example, the student reads the rule, "Which sentence correctly uses quotation marks to set off dialogue," with incorrect options using quotation marks for, say, story titles or scare quotes. • Stems about plural possessives should follow the OT guidelines. For plural nouns ending in s (cats), the rule is to add an apostrophe after the noun (e.g., "the cats' toys").

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LA.3.W.1.c

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.c Use frequently occurring nouns (e.g., concrete and abstract), verbs (regular and irregular), and simple verb tenses.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.c asks students to do one or more of the following: • Correctly use frequently occurring **concrete nouns** or **abstract nouns**; or • Correctly form and use **regular verbs** or **irregular verbs**; or • Correctly form and use **simple verb tenses**. **Concrete nouns** are nouns that refer to physical objects you can see, touch, hear, smell, or taste (e.g., "dog," "apple"). **Abstract nouns** are nouns that refer to ideas, qualities, or states that cannot be physically touched (e.g., "freedom," "happiness"). **Regular verbs** are verbs that form their past tense by adding "-ed" (e.g., "walk" becomes "walked"). **Irregular verbs** are verbs that do not follow the regular "-ed" pattern for their past tense (e.g., "go" becomes "went"). **Simple verb tenses** are basic forms of verbs that show the time of action (present, past, future). Present tense describes actions happening now (e.g., "She walks to school."). Past tense describes actions that happened in the past (e.g., "She walked to school."). Future tense describes actions that will happen (e.g., "She will walk to school.").
Progression from Previous Grade	The Grade 2 standard focuses on identifying and explaining the use of various types of nouns, pronouns, verbs, simple prepositions, and frequently occurring conjunctions. The Grade 3 standard progresses from identifying and explaining to using frequently occurring nouns, verbs, and simple verb tenses in writing, emphasizing their application.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use frequently occurring concrete nouns and regular verbs. DOK: 1	Use frequently occurring **nouns** (e.g., concrete and **abstract**), **verbs** (regular and **irregular**), and **simple verb tenses**. DOK: 1	Use nouns (e.g., concrete and abstract), verbs (regular and irregular), and **verb tenses**. DOK: 1
Possible Item Approaches		
Students will use frequently occurring concrete nouns or regular verbs correctly. • Stems can ask students to identify the correct concrete noun or regular verb to complete a sentence that has been provided, with distractors being the same part of speech as the tested word. For example, "Which noun belongs in the sentence? The sentence is, "The _____ is shiny red and makes a healthy snack." The options could include: apple (correct answer), banana, cereal, and bread.	Students will use frequently occurring concrete and abstract nouns, regular and irregular verbs, or simple verb tenses correctly. • Stems can ask students to identify the correct abstract nouns to complete a sentence that has been provided. • Stems can also ask students to choose which irregular verb is written correctly, or which simple verb tense belongs in a sentence. For example, "Which word belongs in the blank to correctly complete the sentence?" The sentence is, "My mother and I _____ to the store yesterday." The options could include: went (correct answer), goed, gone, and wented.	Students will use nouns, verbs, or verb tenses correctly. • Stems can ask students to use the correct noun or verb tense in the context of a provided sentence. A sentence should be provided so students have the necessary context to determine correct use. A sentence with a blank may be provided in the stem, or the options could be short sentences, with only one showing correct use. • Items should target nouns and verbs that are less common.

LA.3.W.1.d

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.d Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.d asks students to: • Distinguish between and correctly use **coordinating conjunctions** and **subordinating conjunctions**; or • Distinguish between and correctly use **independent clauses** and **dependent clauses**. Conjunctions are words that connect other words, phrases, or clauses. **Coordinating conjunctions** connect words, phrases, or clauses of equal importance (e.g., "and," "but," "or"). **Subordinating conjunctions** connect a dependent clause to an independent clause, showing a relationship such as time, cause, or condition (e.g., "because," "although," "since"). Clauses are groups of words that contain a subject and a verb. **Independent clauses** are complete sentences that can stand alone (e.g., "She went to the store."). **Dependent clauses** are not complete sentences and cannot stand alone; they depend on an independent clause to make sense (e.g., "because she needed milk").
Progression from Previous Grade	The Grade 2 standard focuses on maintaining consistent verb tense across sentences or paragraphs, ensuring that students can write with temporal coherence. The Grade 3 standard progresses to distinguishing between and using coordinating and subordinating conjunctions, as well as independent and dependent clauses, which help add complexity to sentence structures.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

Identify coordinating and subordinating conjunctions and/or independent and dependent clauses. DOK: 2	Distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. DOK: 2	Use a variety of sentence structures to include coordinating and/or subordinating conjunctions and independent and dependent clauses. DOK: 2
Possible Item Approaches		
Students will identify coordinating and subordinating conjunctions or independent and dependent clauses. • Stems can ask students to identify coordinating and subordinating conjunctions not by labeling them but rather by usage. For example, students would read the following sentence: "We went to the store because we needed to buy snacks for the picnic." And the stem would ask, "Which word in the sentence is used to connect the two clauses in the sentence?" Options would include any three words from the sentence plus "because," the correct answer. Stems for independent and dependent clauses would ask students which part of a provided sentence could stand alone as a complete sentence (independent clause). Students should not be expected to label these terms as the standard should focus on usage.	Students will distinguish between and use coordinating and subordinating conjunctions or independent and dependent clauses. • Stems can ask students to choose between coordinating and subordinating conjunctions. Students should be provided with a sentence that includes a blank where a conjunction would go and then be asked to select the conjunction that belongs in the blank. Stems can also ask students to use independent and dependent clauses. For example, stems could provide a set of sentences such as, "Tony and Maria went to the store. They needed to buy bananas, although their mom had gone to the store the day before. The bananas would be used to make a banana pie." The question would ask about which underlined part of the sentence cannot stand by itself (i.e., is a dependent clause). Students should not be expected to label these terms as the standards should focus on usage.	Students will use a variety of sentence structures to include coordinating and/or subordinating conjunctions or independent and dependent clauses. • Stems can ask students to select the clause that best completes the sentence, which shows they would be able to then transfer this knowledge to their own writing. For example, "Which group of words best completes the sentence?" The sentence is, "_____, we went to the park." The correct answer would be "Because it was sunny," and the distractors could be, "And we had fun," "But it was raining," and "We could stay home."

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LA.3.W.1.e

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.e Explain the function of adjectives and adverbs in simple, compound, and complex sentences.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.e asks students to: • Explain the **function of adjectives** in simple, compound, or complex sentences; or • Explain the **function of adverbs** in **simple**, **compound**, or **complex** sentences. The **function of adjectives** is to describe or modify nouns (e.g., "The <u>blue</u> sky," "A <u>happy</u> child"). The **function of adverbs** is to describe or modify verbs, adjectives, or other adverbs (e.g., "She ran <u>quickly.</u>", "A <u>very</u> happy child", "She ran <u>really</u> quickly."). **Simple sentences** are sentences with one independent clause (e.g., "The cat is black."). **Compound** sentences are sentences with two or more independent clauses joined by a coordinating conjunction (e.g., "The cat is black, and it runs quickly."). **Complex** sentences are sentences with one independent clause and at least one dependent clause (e.g., "The cat, which is black, runs quickly.").
Progression from Previous Grade	There is no specific Grade 2 standard for explaining the function of parts of speech. The Grade 3 standard introduces this skill, focusing on the function of adjectives and adverbs in simple, compound, and complex sentences. These parts of speech introduce students to more advanced sentence structures and the roles of descriptive words within them.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Identify adjectives and adverbs in simple and/or compound sentences. DOK: 2	**Explain** the function of adjectives and adverbs in simple, compound, and complex sentences. DOK: 2	**Use** adjectives and adverbs in simple, compound, and complex sentences. DOK: 2
Possible Item Approaches		
Students will identify adjectives and adverbs in simple or compound sentences. • Stems can ask students to identify adjectives and adverbs in simple or compound sentences. For example, the student would be provided a sentence and asked to identify which word(s) are describing words or which word(s) are adjectives.	Students will explain the function of adjectives and adverbs in simple, compound, or complex sentences. • Stems can ask students to explain the function of adjectives and adverbs in various types of sentences. Students could be asked to read a short stimulus: "The brown dog ran quickly down the long sidewalk. It was chasing a crumpled piece of paper that seemed to float easily along in the light breeze." Then students could be asked to identify the purpose of all the underlined words, with the answer being, "They are used to describe objects." The same approach could be used for adverbs.	Students will use adjectives and adverbs in simple, compound, or complex sentences. • Stems can ask students to select the pair of words that best completes the sentence, with one being an adjective and one an adverb. For example, "Choose the words that best complete the sentence." The sentence is, "The _____ cat ran _____ to catch the mouse." The options would be "hungry, quickly" (correct answer), "fluffy, slow", "brown, loudly", and "large, today."

LA.3.W.1.f

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.f Use correct subject-verb and pronoun-antecedent agreement in speaking and writing.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.f asks students to: • Identify or use correct **subject-verb agreement**; and/or • Identify or use correct **pronoun-antecedent agreement**. Correct **subject-verb agreement** means that the subject and verb in a sentence agree in number (singular or plural). For example, "The dog barks" (singular) vs. "The dogs bark" (plural). Scenarios for subject-verb agreement may include: • a sentence with a plural subject • two singular subjects connected by coordinating conjunctions • two singular subjects connected by correlative conjunctions • phrases or clauses between the subject and verb • singular indefinite pronouns • collective nouns Correct **pronoun-antecedent agreement** means that pronouns agree with their antecedents in number and gender. For example, "The boy lost his library book" (singular) vs. "The boys lost their library books" (plural). Scenarios for pronoun-antecedent agreement may include: • a plural pronoun replacing a plural noun • phrases or clauses between the subject and verb

Progression from Previous Grade	There is no specific Grade 2 standard for subject-verb and pronoun-antecedent agreement. The Grade 3 standard introduces this skill, focusing on correct subject-verb and pronoun-antecedent agreement in speaking and writing. These grammar rules are important because they ensure clarity in communication.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Identify correct subject-verb and/or pronoun-antecedent agreement in writing. DOK: 1	**Use correct** subject-verb and pronoun-antecedent agreement in speaking and writing. DOK: 2	Use correct subject-verb agreement **with compound subjects** and/or pronoun-antecedent agreement in speaking and writing. DOK: 2
Possible Item Approaches		
Students identify correct subject-verb agreement or correct pronoun-antecedent agreement in writing. • Stems can ask students to identify the correctly written sentence among four sentences, with three (3) sentences having incorrect subject-verb or pronoun-antecedent agreement and one having correct agreement. For example, "Which sentence is written correctly?" The correct answer could be, "The child picked a beautiful flower." The incorrect answers could be, "The cats found its toys under the pillow," etc.	Students use correct subject-verb and pronoun-antecedent agreement in writing. • Stems can ask students to select the sentence that is correctly written. The sentence should include both subject-verb agreement and pronoun-antecedent agreement. The subject should be singular since the Advanced ALD for this standard addresses compound subjects. For example, "Which sentence is written correctly?" The sentences would include: "The dog wagged its tail when it see the children.", "Sara go to the park, and they played on the swings.", "The bird sings when it sees the sun rise." (correct answer), and "My friend are going to the zoo tomorrow with their grandpa."	Students use correct subject-verb agreement with compound subjects and/or pronoun-antecedent agreement in writing. • Stems can ask students to select a sentence that is correctly written. The sentence should include a compound subject to test subject-verb agreement, and it may also test pronoun-antecedent agreement in the same sentence. For example, "Which sentence is written correctly?" The sentences would include: "The cats and the dog runs around the yard.", "My brother and sister is going to the store, but them had to go later.", "The teachers and the principals was at the meeting.", "Kye and her friends are playing soccer, but they may stop soon." (correct answer).

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LA.3.W.1.g

Content Strand	Writing
Anchor Standard	Production of Writing Use a recursive writing process to produce clear and coherent writing appropriate to the discipline, audience, and/or context.
Standard	LA.3.W.1 Write paragraphs using a variety of sentence types.
Indicator	LA.3.W.1.g Use frequently occurring prepositions and prepositional phrases.
Central Aspects to Be Measured	An item that fully measures LA.3.W.1.g asks students to: • Use frequently occurring **prepositions**; and/or • Use frequently occurring **prepositional phrases**, which may include descriptive, detailed phrases. **Prepositions** are words that show the relationship between a noun (or pronoun) and other words in a sentence. They often indicate location, direction, time, or method. Frequently occurring prepositions include, but are not limited to: in, on, at, by, with, under, over, between, through, around, near, above, below, and behind. **Prepositional phrases** are groups of words that start with a preposition and include a noun or pronoun. Frequently occurring prepositional phrases include, but are not limited to: in the park, on the table, at the store, by the house, with a friend, under the bed, over the hill, between the trees, through the tunnel, around the corner, near the school, above the clouds, below the surface, and behind the door.
Progression from Previous Grade	There is no specific Grade 2 standard for using prepositions and prepositional phrases. The Grade 3 standard introduces this skill, focusing on frequently occurring prepositions and prepositional phrases. Prepositional words and phrases help introduce students to more complex sentence structures.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use **frequently occurring prepositions.** DOK: 1	Use frequently occurring prepositions **and prepositional phrases**. DOK: 1	Use **descriptive, detailed prepositional phrases**. DOK: 2
Possible Item Approaches		
Students will use frequently occurring prepositions. • Stems can ask students to identify which preposition correctly completes a sentence, with a sentence being provided for the student. Students may need a graphic for orientation. For example, students see an image of a cat sleeping under a table. They read a sentence that says, "The cat slept _____ the table." Then the stem asks, "Which word correctly completes the sentence to match the picture?" The options would be: on, with, between, and under (correct answer).	Students use frequently occurring prepositions and prepositional phrases. • Stems can be similar to the item approach for Developing, but they should focus on using prepositional phrases instead of just prepositions. • Stems could also ask students about the correct placement of a prepositional phrase within a sentence, focusing on the sentence construction part of the standard. For example, students might be shown a picture of a dog in a yard barking at the mail carrier outside of the yard. An incorrect placement of a prepositional phrase would be, "The dog barked loudly at the mailman in the yard." The correct placement would be, "The dog in the yard barked loudly at the mailman."	Students use descriptive, detailed prepositional phrases. • Stems can be similar to the item approach for On Track, but they should focus on selecting the most accurate and descriptive, detailed prepositional phrase to include in a sentence about a given picture.

LA.3.W.3.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.
Indicator	LA.3.W.3.a Engage and orient the reader by establishing a situation and introducing a narrator and/or character(s).
Central Aspects to Be Measured	An item that fully measures LA.3.W.3.a asks students to both: • **Engage** and orient **the reader** by establishing a **situation**, which may be a detailed situation; and • Engage and **orient the reader** by introducing a **narrator** and/or character(s), which may be described in detail. **Engaging the reader** means writing in a way that captures the reader's interest from the beginning. This can be accomplished with a strong opening sentence, an interesting setting, or a compelling situation. The **situation** is the main problem the story revolves around. **Orienting the reader** means providing enough context so the reader understands the setting, time, and place of the story. This information helps the reader visualize and follow the narrative. Orienting the reader includes introducing a **narrator** (the person telling the story) and the main characters, including providing some details about who they are and what they are like.
Progression from Previous Grade	The Grade 2 standard focuses on including relevant details about characters and settings. The Grade 3 standard progresses to engaging and orienting the reader by establishing a situation and introducing a narrator and/or characters, thereby enhancing the complexity and depth of storytelling.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Introduce a situation and/or a narrator and/or character(s). DOK: 2	**Engage and orient the reader by establishing a situation** and introducing a narrator and/or character(s). DOK: 2	Engage and orient the reader by **creating a detailed situation** and

		introducing a narrator and/or **describing character(s)**. DOK: 2
Possible Item Approaches		
Students will introduce a situation and/or a narrator or character(s). • Stems can ask students to identify which sentence could introduce either the situation or the narrator/character(s) in a stimulus. For example, students read the following: "_____ Suddenly, she realized she had lost her ball. She looked under the bushes and behind the trees. Then she and her friend Tom saw a dog running away with it." Then the stem would ask, "Which sentence could go in the blank to introduce the main character?" or "The correct answer would be "Lily was playing in the park with her friends." Incorrect options would belong in the narrative but not introduce a character. This standard can also be assessed with constructed response items, where students produce a sentence to add to a given writing sample. For example, "Write a sentence that could go in the blank to introduce the character of Lily."	Students will engage and orient the reader by establishing a situation and introducing a narrator and/or character(s). (The On Track ALD moves beyond the Developing ALD in that the focus is now on engaging the reader.) • Stems can ask students to identify the best revision to a sentence in a provided stimulus, focusing on details that make the story more interesting or provide important details. For example, students read the following: "Lily was playing in the park with her friends. <u>Suddenly, she realized she had lost her ball</u>. She looked under the bushes and behind the trees. Then she and her friend Tom saw a dog running away with it." The question would ask, "Which sentence could best replace the underlined sentence in the story to add interesting details?" The correct answer would be an iteration of the sentence that includes more description (e.g., her favorite red ball that her grandma brought back from Panama). This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Rewrite the underlined sentence in a way that makes it more interesting to the reader."	Students will engage and orient the reader by creating a detailed situation and introducing a narrator and/or describing character(s). • Stems can ask students to identify the best sentence to add to a provided stimulus, focusing on giving a more detailed explanation of the story's problem or describing the narrator or character(s) in greater detail (2-3 descriptive words/phrases). Options would be sentences not currently in the stimulus but logically related, with one adding important and interesting details to the situation or character. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Add 1–2 new sentences to the story to clearly describe the story's problem or character(s)."

LA.3.W.3.b

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.
Indicator	LA.3.W.3.b Include descriptive details about characters, events, or settings.
Central Aspects to Be Measured	An item that fully measures LA.3.W.3.b asks students to: • Include **descriptive details** about **characters**, **events**, or **settings**. **Descriptive details** are words that help paint a picture of the story in the reader's mind by giving detailed information about the characters, events, and settings. Such descriptive details can be explicit (e.g., The dog chased the cat around the yard, barking loudly.) or implicit (e.g., Leaves swayed in the gentle breeze, and the sun peeked through the clouds.) Descriptive details about **characters** include what they look like, how they behave, and what their personalities are like. For example, "She had curly red hair and a friendly smile." Descriptive details about **events** help the reader visualize what is happening in the story. These often include sensory details (sight, sound, touch, taste, smell) that make the events more vivid. For example, "The thunder roared as lightning lit up the dark sky." Descriptive details about **settings** help the reader imagine when and where a story takes place. For example, "The ancient fishing village was nestled in a valley surrounded by towering mountains."
Progression from Previous Grade	The Grade 2 standard focuses on using time order words to signal a sequence of events, helping students organize their writing chronologically. The Grade 3 standard progresses to including descriptive details about characters, events, or settings, thereby enhancing the richness and vividness of their narratives.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Include **explicit descriptive details** about characters, events, or settings. DOK: 1	Include **descriptive details** about characters, events, or settings. DOK: 1–2	Include **descriptive implicit details** about characters, events, and settings. DOK: 2
Possible Item Approaches		
Students will include explicit descriptive details about characters, events, or settings. • Stems can ask students to identify which explicit descriptive details to include in a provided stimulus. The correct answers should be explicit and detailed descriptions of a character, event, or setting (e.g., the girl twirling her curly red hair), while the incorrect answers should be explicit but vague descriptions (e.g., the girl from school). The stimulus would be 3–4 sentences and provide at least two opportunities for students to choose between a detailed or vague description. This could be done through a Multiple Choice or Hot Text item type.	Students will include descriptive details about characters, events, or settings. • Stems can be similar to the item approach for Developing, but the descriptive details about a character, event, or setting can be either explicit or implicit. Also, the provided stimulus should be 3–4 more complex, descriptive sentences than those used in Developing. • Another approach would be to ask students to select the section of the stimulus that provides an important descriptive detail about a named character, event, or setting. These descriptive details should be important to the story (i.e., the ball being a valued treasure because it came from a loved one is a more important detail than the ball being red). This task would further differentiate the On Track ALD from the Developing ALD.	Students will include implicit descriptive details about characters, events, or settings. • Stems can be similar to the item approach for On Track, but the descriptive details about a character, event, or setting must be implicit. The provided stimulus should be 3–4 more complex, descriptive sentences than those used in On Track, and students should be asked to make a more nuanced choice between details. For example, "Which sentence should the author add to make the story scary?". The correct answer would be an implicit detail, "The wind whistled like a ghost." The incorrect answers would be explicit details (e.g., "The tree branches moved up and down.") or vague details (e.g., "It was a very stormy night.") that are not as scary.

LA.3.W.3.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.
Indicator	LA.3.W.3.c Use words and phrases to signal a sequence of events.
Central Aspects to Be Measured	An item that fully measures LA.3.W.3.c asks students to: • Use words or phrases to signal a **sequence of events**. A **sequence of events** is the order in which events happen in a story. The intent of this standard is for students to be able to use specific words and phrases that show the order in which events occur. These words may be referred to as signal words or time-order words. They are important because they help writers arrange events in a logical sequence, making it clear to the reader what happens first, next, and last. Common signal words and phrases at this grade include: first, to begin with, at the start, next, then, after that, later, finally, in the end, at last, and when. Greater variety in words and phrases can be accomplished by making them more specific to the story (e.g., At the start of the race, When we looked in the river, Later that year).
Progression from Previous Grade	The Grade 2 standard focuses on using time order words to signal a sequence of events, helping students organize their writing chronologically. The Grade 3 standard progresses to using a broader range of words and phrases to signal a sequence of events, enhancing the clarity and coherence of their narratives.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use **frequently occurring words** to signal a sequence of events (e.g., first, next, then). DOK: 1	Use **words and phrases** to signal a sequence of events. DOK: 1–2	Use **a variety of words and phrases** to signal sequences of events (e.g., later that day, when we came home, before bedtime). DOK: 2
Possible Item Approaches		
Students will use frequently occurring words to signal a sequence of events (e.g., first, next, then) in narrative writing. • Stems can ask students to identify which word(s) belong in a connected set of sentences in a provided stimulus. The correct answer should establish the sequence of events. • In a technology-enhanced item, students may be provided with several words in a text box that they move into the appropriate places in the stimulus.	Students will use words and phrases to signal a sequence of events in narrative writing. • Stems can ask students to identify which words and phrases belong in a connected set of sentences in a provided stimulus. The correct answers should establish or continue the sequence of events. • In a technology-enhanced item, students may be provided with several words and phrases (e.g., First, Before we left, When we arrived, Next, On the morning of) in a text box that they move into the appropriate place in the stimulus.	Students will use words and phrases to signal a sequence of events in narrative writing. • Stems can ask students to identify which words and phrases belong in a connected set of sentences in a provided stimulus. The correct answer should establish the sequence of events. • In a technology-enhanced item, students may be provided with several words and phrases in a text box that they move into the appropriate place in the stimulus. • This ALD differs from the On Track ALD in that the words and phrases should be more sophisticated and varied, which will require students to think more deeply about the connections among sentences in the provided stimulus.

LA.3.W.3.d

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.3 Write creative and/or expressive pieces that describe a well-developed event or experience.
Indicator	LA.3.W.3.d
Central Aspects to Be Measured	An item that fully measures LA.3.W.3.d asks students to: • Provide a **closure** related to the **creative or expressive event or experience,** which may include a **reflective closure**. To provide a **closure** is to bring a piece of writing to a satisfying end or conclusion. The intent of this standard is for students to be able to effectively conclude their narrative, either by resolving the story or providing a sense of closure that directly relates to the story's key event or experience. This closure helps to wrap up the narrative in a meaningful way. In narrative writing, the **creative or expressive event or experience** is the central moment or series of moments that the story focuses on. This event or experience is often the most exciting, emotional, or significant part of the narrative, and it is what drives the plot forward. A **reflective closure** is when the ending of the story encourages the reader to think deeply about the events and themes presented. It often involves the main character reflecting on their experiences, lessons learned, or changes they've undergone. For items that assess this standard, the correct answer should be the option that best concludes the piece of narrative writing. The distractors should be wrong because they fail to conclude the narrative skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 2 standard focuses on providing a sense of closure, ensuring that students can effectively end their writing. The Grade 3 standard progresses to providing a closure related to the creative or expressive event or experience, emphasizing a more meaningful and connected conclusion to the narrative.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Provide a **brief closure statement(s)** related to the event or experience. DOK: 2	Provide a **closure** related to the creative or expressive event or experience. DOK: 2–3	Provide a **reflective closure** related to the creative or expressive event or experience. DOK: 3
Possible Item Approaches		
Students will provide a brief closure statement related to an event or experience in narrative writing. • Stems will provide students with a short stimulus consisting of 3–4 sentences that describe an event or experience. Students will be asked to select which sentence, in a Multiple-Choice item with four options, would make the best ending for the stimulus. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a sentence that would make a strong ending for the passage."	Students will provide a closure related to a creative or expressive event or experience in narrative writing. • Stems will provide students with a short stimulus consisting of 3–4 sentences that describe an event or experience. Students will be asked to select which sentence, in a Multiple-Choice item with four options, would make the best ending for the stimulus. The options in the On Track ALD should be more sophisticated than those provided in an item for the Developing ALD. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would make a strong ending for the passage."	Students will provide a closure related to a creative or expressive event or experience in narrative writing. • Stems will provide students with a short stimulus consisting of 3-4 sentences that describe an event or experience. Students will be asked to select which sentence, in a Multiple-Choice item with four options, would make the best ending for the stimulus because it shows how the event or experience impacted the narrator or a main character. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would tell how the narrator/main character feels about the event/experience."

LA.3.W.4.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.
Indicator	LA.3.W.4.a Introduce a topic or text, state an opinion, and develop a structure that includes reasons and/or evidence.
Central Aspects to Be Measured	An item that fully measures LA.3.W.4.a asks students to do one or more of the following: • Introduce a **topic or text**; or • State an **opinion**; or • Develop a **structure** that includes reasons and/or evidence. The intent of this standard is to set the stage for the rest of the piece of opinion writing and provide context for the reader. First, the writer must introduce the **topic or text**, which is the main subject that will be covered in the piece of writing. Then, the writer must clearly state their **opinion**, a personal belief or judgment that is specific to the topic. If the topic is pets, for example, the opinion might be, "Pets make people feel happy and loved." Finally, the writer must organize their writing with a logical **structure** that supports their opinion (e.g., There are several reasons pets make people feel happy and loved), and then explain their reasons and provide evidence to support them. For items that assess this standard, the correct answer should be the option that best introduces the topic, states an opinion, or develops a structure. The distractors should be wrong because they fail to introduce the topic, state an opinion, or develop a structure skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 2 standard focuses on introducing a topic or text, ensuring that students can clearly present the subject of their writing. The Grade 3 standard progresses to introducing a topic or text, stating an opinion, and developing a structure that includes reasons and/or evidence, thereby enhancing students' ability to write well-supported arguments.
**Achievement Level Descriptors**

Developing	On Track	Advanced
State an opinion in an introductory sentence. DOK: 2	**Introduce a topic or text,** state an opinion, **and develop a structure that includes reasons and/or evidence**. DOK: 2	Introduce a topic or text, state an opinion, and develop a structure that includes **relevant reasons** and/or **supporting evidence**. DOK: 2
Possible Item Approaches		
Students will state an opinion in an introductory sentence of an opinion text. • Stems can ask students to select an introductory sentence for a stimulus that best expresses an opinion about a given topic. Stems should provide students with a short stimulus consisting of 3–4 sentences that develop the topic and a position. Then students will be asked to select which sentence, in a Multiple-Choice item with four options, would make the best introductory statement. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a sentence that would state a clear opinion about the topic at the beginning of the passage."	Students will introduce a topic or text, and/or state an opinion, and/or develop a structure that includes reasons and/or evidence in an opinion text. • Stems should provide students with a short stimulus consisting of 3–4 sentences that develop the topic. Then students can be asked to select which sentence, in a Multiple-Choice item with four options, best introduces the topic/text or best states the author's opinion. The statement selected should clearly state what the topic/text will focus on or clearly establish the author's opinion about the topic. • Stems can also ask students to select a sentence that would continue the structure the author started in the provided stimulus (e.g., cause-effect, chronological order). This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would introduce the topic and state the author's opinion at the beginning of the passage."	Students will introduce a topic or text, and/or state an opinion, and/or develop a structure that includes relevant reasons and/or supporting evidence for an opinion text. • Stems that assess introducing a topic/text and/or stating an opinion can be similar to the item approach for On Track. • Stems that assess structure should provide students with a short stimulus consisting of 3–4 sentences that introduce the topic/text and state the author's opinion. Students can then be asked to choose two reasons or pieces of evidence, from a list of five options in a Multi-select item, that would best support or develop the author's position. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that could be used to help the author develop their idea with reasons or evidence."

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LA.3.W.4.b

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.
Indicator	LA.3.W.4.b Use linking words and phrases to connect opinions and reasons.
Central Aspects to Be Measured	An item that fully measures LA.3.W.4.b asks students to: • Use **linking words** and phrases to connect **opinions** and **reasons**. The intent of this standard is for students to use specific words and phrases, or **linking words**, to connect their opinion about a topic to reasons that support their opinion. **Opinions** are personal beliefs or judgments about a topic. **Reasons** are explanations that support an opinion. Writers use linking words and phrases to create clear and logical connections between their opinions and reasons. Common linking words and phrases at this grade level might include: and, because, so, since, also, like, both, but, first, next, finally, another reason, for example. Basic linking words are those that appear most frequently in writing (e.g., and, so, but, also). Items that assess this standard should ask students to make writerly decisions in the context of writing an opinion piece. Since providing support for the opinion is covered in another standard, this item should focus only on the appropriate use of linking words and phrases.
Progression from Previous Grade	There is no specific Grade 2 standard for using linking words to connect opinions and reasons. The Grade 3 standard introduces this skill, focusing on using linking words and phrases to connect opinions and reasons in a piece of opinion writing. These connections are important because they help the reader better understand the author's opinion and can make the writing more persuasive.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Use **basic linking words** to connect opinions and reasons. DOK: 1	Use **linking words and phrases** to connect opinions and reasons. DOK: 1–2	Use **a variety of linking words and phrases** to connect opinions and reasons. DOK: 2
Possible Item Approaches		
Students will use basic linking words to connect opinions and reasons. • Stems can ask students to select the linking word that best connects an opinion with a reason. Students may be provided with a 3–4 sentence stimulus, but this standard can also be approached using a single sentence. For example: Read this sentence. "I think we should have more playground time _____ we need to get up and move around." Students would then be asked, "Which word best connects the opinion in the sentence with the reason?" Options would be: so, but, because (correct answer), and also.	Students will use linking words and phrases to connect opinions and reasons. • Stems can ask students to select the linking word/phrase that best connects an opinion with a reason. Students may be provided with a 3–4 sentence stimulus, but this standard can also be approached using a single sentence or two. For example: Read these sentences. "I think we should have more playground time. _____ we need to get up and move around." Students would then be asked, "Which word or phrase best connects the opinion in the sentences with the reason?" Options would be: First, So, Also I like to wiggle, and Research tells us (correct answer).	Students will use a variety of linking words and phrases to connect opinions and reasons. • Stems can be similar to the item approach for On Track, but they would require students to complete multiple blanks in a longer stimulus. This could be accomplished with a technology-enhanced item, such as Hot Text or Gap Match.

LA.3.W.4.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.4 Write opinion pieces with supporting reasons and/or evidence.
Indicator	LA.3.W.4.c Provide a concluding statement or section related to the opinion.
Central Aspects to Be Measured	An item that fully measures LA.3.W.4.c asks students to: • Provide a **concluding statement** related to the opinion; or • Provide a **concluding section** related to the opinion, which may reiterate the opinion and reasons. A **concluding statement** is a single sentence that ends a piece of writing. A **concluding section** is a longer end to a piece of writing, which builds over multiple sentences. The intent of this standard is for students to write effective conclusions in opinion writing. An effective conclusion should be clearly connected to the opinion, or personal belief, about a topic that is stated in the writing. This might be accomplished by summarizing, reinforcing, or reflecting on that opinion.
Progression from Previous Grade	The Grade 2 standard focuses on providing a concluding statement or section to ensure that students end their piece of opinion writing. The Grade 3 standard progresses to a concluding statement or section that is related to the opinion, emphasizing the importance of an effective and convincing conclusion for opinion writing.

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Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Provide a **brief concluding statement** related to the opinion. DOK: 2	Provide a **concluding statement or section** related to the opinion. DOK: 2–3	Provide a **concluding section that reiterates** the opinion and reasons. DOK: 3
Possible Item Approaches		
Students will provide a brief concluding statement related to the opinion in an opinion text. • Stems can ask students to select a concluding sentence for a stimulus that expresses an opinion. Stems should provide students with a short stimulus consisting of 3–4 sentences that develop a position. Then students will be asked to select which sentence, in a Multiple-Choice item with four options, would make the best concluding statement. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a concluding sentence for the passage."	Students will provide a concluding statement or section related to the opinion in an opinion text. • Stems can ask students to select a concluding statement or section for a stimulus that expresses an opinion. Stems should provide students with a short stimulus consisting of 3–4 sentences that develop a position. Then students will be asked to select which sentence/section, in a Multiple-Choice item with four options, would make the best conclusion. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would make a strong conclusion for the passage."	Students will provide a concluding section that reiterates the opinion and reasons in an opinion text. • Stems can ask students to select a concluding section for a stimulus that expresses an opinion. Stems should provide students with a stimulus consisting of 3–4 sentences that develop a position and give reasons for the position. Then students will be asked to select which concluding section, in a Multiple-Choice item with four options, best summarizes the author's opinion and reasons. • Note that the reading load for this approach may be cumbersome for Grade 3 students, which moves it to the Advanced ALD. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a two-sentence conclusion that summarizes the author's opinion and reasons."

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LA.3.W.5.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
Indicator	LA.3.W.5.a Introduce a topic and group related information together, including illustrations when useful to provide clarity.
Central Aspects to Be Measured	An item that fully measures LA.3.W.5.a asks students to both: • Introduce a **topic**; and • Group **related information** together, including **illustrations** when useful to provide clarity. A **topic** is the subject or main idea of a piece of writing. Students at this grade level should be able to introduce the topic of their informative/explanatory writing. This introduction sets the stage for the rest of the piece of writing and provides important context for the reader. Grouping **related information** together means organizing similar ideas or pieces of information so they are presented together in a logical way. **Illustrations** are visual elements like pictures, diagrams, or charts that help explain or enhance information in a text. Students should use illustrations when they help to clarify or expand the information being presented. This can make their writing more engaging and easier to understand. For items that assess this standard, the correct answer should be the option that best introduces the topic or groups related information together. The distractors should be wrong because they fail to introduce the topic or group related information together skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 2 standard focuses on introducing a topic or text. The Grade 3 standard progresses to include grouping related information together, including illustrations when useful to provide clarity. These additions can help students develop more structured, detailed, and effective writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

Introduce a topic and group some related information together. DOK: 2	Introduce a topic and group related information together, including illustrations when useful to provide clarity. DOK: 2	Introduce a topic and organize relevant information into related categories, including illustrations and/or other text features when useful to provide clarity. DOK: 2
Possible Item Approaches		
Students will introduce a topic and/or group some related information together in informative/explanatory writing. • Stems can provide a writing scenario with a brief stimulus missing an introductory statement and ask students to identify which sentence would best begin the piece of writing. • Stems may also provide a short stimulus related to the topic and provide a blank where students have an opportunity to group some related information together. This would be presented as a technology-enhanced item where students could move a sentence into the blank. All options would be about the topic, with the correct answer being most clearly related to the information in the adjacent sentence(s). • This standard can also be assessed with constructed response items, where students produce a sentence to add to a given writing sample. For example, "Write a sentence that could go in the blank to begin the paragraph."	Students will introduce a topic and/or group related information together, including illustrations when useful to provide clarity in informative/explanatory writing. • Stems that assess introducing a topic can be similar to the item approach for Developing, but students should be presented with a short stimulus about the topic. • Stems that assess grouping related information together should provide students with a short stimulus that introduces a topic. Then students can be asked to choose two types of information (e.g., what bears eat, how bears catch fish), from a list of five options provided in a Multi-select item, that would best develop the topic. These options could include illustrations (e.g., a map of where bears live). Another item approach could be to ask students about the usefulness of different types of illustrations. For example, "Which illustration would best help readers understand the topic?" • This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 1-2 sentences that could go in the blank to begin the paragraph and introduce the main idea."	Students will introduce a topic and/or organize relevant information into related categories, including illustrations and/or other text features when useful to provide clarity in informative/explanatory writing. • Stems that assess introducing a topic can be similar to the item approach for On Track, but the topic or stimulus should be more advanced. • Stems that assess organization can ask students to move headings or facts into a chart to show that they can organize relevant information into related categories. For example, there could be three lists of information (e.g., three facts about types of bears, three facts about the habitats of bears, and three facts about the life cycle of bears), and students could be asked to move the headings or the facts into related categories. A similar approach could be used in a Multiple-Choice format, with the stem asking students which option would best be added to a list of provided facts. • This standard can also be assessed with constructed response items, where students produce a few sentences to add to a given writing sample. For example, "Write 2 sentences that could continue the passage and let the reader know what is coming next."

LA.3.W.5.b

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
Indicator	LA.3.W.5.b Develop the topic with information (e.g., facts, definitions, details) clearly related to the topic.
Central Aspects to Be Measured	An item that fully measures LA.3.W.5.b asks students to both: • Provide or list information related to the topic; and • Develop the **topic** with information (e.g., facts, definitions, details) that is clearly related to the topic. A **topic** is the subject or main idea of a piece of writing. The intent of this standard is for students to develop their informative/explanatory writing with facts, definitions, and details that are clearly related to the topic. This helps writers build knowledge about a topic and helps them focus their writing on the most relevant information. For items that assess this standard, the correct answer should be the option or options that best develop the topic. The distractors should be wrong because they fail to develop the topic skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 2 standard focuses on developing a topic with facts, details, and definitions. The Grade 3 standard progresses to developing a topic with information that is clearly related to the topic and therefore more likely to enhance the reader's understanding of the topic.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Provide or list information (e.g., facts, definitions, details) related to the topic. DOK: 1	**Develop the topic** with information (e.g., facts, definitions, details) clearly related to the topic. DOK: 1–2	Develop the topic with information (e.g., facts, definitions, details) **most** clearly related to the topic. DOK: 2
Possible Item Approaches		
Students will provide or list information related to the topic of an informative/explanatory text. • Stems can ask students to identify which information should be included in an informative article about a particular topic. The options in this Multiple-Choice or Multi-select item could include opinions, anecdotes about personal experiences related to the topic, etc., with the correct answer(s) being facts, definitions, or details about the topic.	Students will develop the topic with information clearly related to the topic of an informative/explanatory text. • Stems can provide students with a writing scenario and a short stimulus about a topic (e.g., the importance of getting enough sleep). Then students can be asked to choose the sentences or approaches that would best develop the topic, distinguishing between relevant and irrelevant information or approaches. For example, students could be asked, "Which information should be used to develop the topic about the importance of getting enough sleep?" Options could be opinions, examples, personal experiences, definitions, unanswered questions, etc., with each option being tailored to the specific topic. The correct answer(s) would be facts, definitions, or details that are clearly related to the topic.	Students will develop the topic with information most clearly related to the topic of an informative/explanatory text. • Stems can ask students to choose from a provided list of information, selecting the 1–2 pieces of information most clearly related to the topic and thus the most important to include. This could be done with a technology-enhanced item that asks students to move the most clearly related information into a blank or blanks in a provided stimulus.

LA.3.W.5.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
Indicator	LA.3.W.5.c Use linking words and phrases and key vocabulary to connect ideas and categories of information.
Central Aspects to Be Measured	An item that fully measures LA.3.W.5.c asks students to: • Use **linking words or phrases** to connect ideas or **categories of information**; or • Use **key vocabulary** to connect ideas or categories of information. The intent of this standard is for students to use specific words and phrases to connect ideas and categories of information. These are called **linking words or phrases**. Common examples at this grade level include: and, also, but, however, because, so, as a result, first, next, then, finally, such as, and for example. **Categories of information** refer to different groups or types of information that are related to the topic. These categories help organize the information in a logical way. For example, if a student is writing about animals, the categories of information might include habitat (where the animal lives), diet (what the animal eats), physical characteristics (what the animal looks like), and behavior (how the animal acts). **Key vocabulary** refers to important words or terms that are specific to a topic and help convey precise meanings. In a text about bears, key vocabulary might include: fur, claws, and den. In the same text, content-specific vocabulary might include: omnivore, forage, and hibernation. Items that assess this standard should ask students to make writerly decisions in the context of writing. These items should focus only on linking words or key vocabulary.
Progression from Previous Grade	The Grade 2 standard focuses on using words and phrases related to the topic. The Grade 3 standard progresses to using linking words and phrases and key vocabulary to connect ideas and categories of information. These additions ensure students develop well-organized writing with clearly connected ideas and precise vocabulary.

Achievement Level Descriptors

Developing	On Track	Advanced
Use linking words and/or key vocabulary to connect ideas. DOK: 1	Use linking words **and phrases and** key vocabulary to connect ideas **and categories of information.** DOK: 1–2	Use linking words and phrases and **content-specific** vocabulary to connect ideas and categories of information. DOK: 2
Possible Item Approaches		
Students will use linking words and/or key vocabulary to connect ideas in an informative/explanatory text. • Stems can ask students to select the linking word that best connects ideas. Students could be provided with a 3–4 sentence stimulus, but this standard can also be approached using a single sentence. For example: Read this sentence. "The bear loses a lot of weight in the winter _____ it stays asleep instead of eating." Which word best connects the ideas in this sentence? The options would be: so, but, also, and because (correct answer). • Stems can also ask students to use key vocabulary to connect ideas. For example: Read this sentence. "The bear uses its sharp _____ to catch fish from the river." Which word best connects the ideas in this sentence? The options would be: tongue, nose, hands, and claws (correct answer).	Students will use linking words and phrases or key vocabulary to connect ideas or categories of information in an informative/explanatory text. • Stems that assess using linking words and phrases or key vocabulary to connect ideas can be similar to the item approaches for Developing, but the On Track items should focus on more advanced linking words, phrases, and key vocabulary. In addition, students may be given a longer stimulus (3–4 sentences) and asked to complete multiple blanks, either in a Multiple-Choice format or through a technology-enhanced item. • Stems can also ask students to use linking words and phrases or key vocabulary to connect categories of information. For example, students could be presented with a sentence like this to assess linking words, "Bears eat a variety of foods, _____ berries, fish, and insects." The options would be: but, because, so, and including (correct answer). In addition, a sentence like this could be used to assess key vocabulary, "A bear's _____ includes a variety of foods, such as berries, fish, and insects." The options would be: meal, snack, hunger, and diet (correct answer).	Students will use linking words and phrases or content-specific vocabulary to connect ideas or categories of information in an informative/explanatory text. • Stems that assess using linking words and phrases or content-specific vocabulary to connect ideas or categories of information can be similar to the item approaches for On Track, but the Advanced items should focus on more advanced linking words/phrases and the vocabulary must be content-specific. In this case, students may need to be provided with definitions for content-specific vocabulary (e.g., omnivores, herbivores, carnivores, scavengers) in the stimulus section and then asked to apply the vocabulary words to connect ideas or categories of information. For example, students could be asked which word best completes the sentence, "Bears are _____ because they eat berries, roots, insects, fish, and small mammals." The options would be: omnivores (correct answer), herbivores, carnivores, scavengers.

LA.3.W.5.d

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.
Indicator	LA.3.W.5.d Provide a concluding statement or section related to the topic.
Central Aspects to Be Measured	An item that fully measures LA.3.W.5.d asks students to: • Provide a **concluding statement** related to the topic; or • Provide a **concluding section** related to the topic, which may reiterate key ideas about the topic. A **concluding statement** is a single sentence that ends a piece of writing. A **concluding section** is a longer end to a piece of writing, which builds over multiple sentences. The intent of this standard is for students to write effective conclusions for informative/explanatory writing. An effective conclusion is clearly connected to the topic, or main idea of a piece of writing, and typically involves summarizing, reflecting on, or wrapping up the information presented. For items that assess this standard, the correct answer should be the option that best concludes the piece of writing. The distractors should be wrong because they fail to conclude the topic skillfully, not because they are off-topic.
Progression from Previous Grade	The Grade 2 standard focuses on providing a concluding statement or section. The Grade 3 standard progresses to providing a concluding statement or section that is specifically related to the topic, which ensures students are able to effectively close their informative/explanatory writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Provide a **brief concluding statement** related to the topic. DOK: 2	Provide a **concluding statement** or section related to the topic. DOK: 2–3	Provide a **concluding section** reiterating the key ideas about the topic. DOK: 3
Possible Item Approaches		
Students will provide a brief concluding statement related to the topic of an informative/explanatory text. • Stems can ask students to select a concluding sentence for a stimulus that informs or explains. Stems will provide students with a short stimulus consisting of 3–4 sentences that develop a topic. Students will be asked to select which sentence, in a Multiple-Choice item with four options, would make the best concluding statement. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a concluding sentence for the passage."	Students will provide a concluding statement or section related to the topic of an informative/explanatory text. • Stems can be similar to the item approach for Developing, but the best concluding statement/section should be the one that is most clearly related to the topic. In addition, the stimulus should consist of 3–4 sentences that develop the topic and mention some key details. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write 2 sentences that would make a strong conclusion for the passage."	Students will provide a concluding section reiterating the key ideas about the topic of an informative/explanatory. • Stems can be similar to the item approach for On Track, but the options must all be concluding sections, and the correct answer should be the section that reiterates the key ideas about the topic. In addition, the stimulus should consist of 3–4 sentences that develop the topic and provide key details. • Note that the reading load for this approach may be cumbersome for Grade 3 students, which moves it to the Advanced ALD. This standard can also be assessed with constructed response items, where students produce 1–2 sentences to add to a given writing sample. For example, "Write a two-sentence conclusion for the passage that summarizes the main ideas.

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LA.3.W.6.a

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.6 Locate evidence from literary and/or informational text sources to answer questions about a topic.
Indicator	LA.3.W.6.a Paraphrase information from sources to support ideas while avoiding plagiarism.
Central Aspects to Be Measured	An item that fully measures LA.3.W.6.a asks students to both: • **Paraphrase information** from sources while **avoiding plagiarism**; and • Use paraphrased information from sources to support ideas in writing. The intent of this standard is for students to learn how to paraphrase information from sources, such as books, periodicals, reference materials, or online sources. To **paraphrase information** is to take material from a source and put it in your own words while maintaining the original meaning. **Avoiding plagiarism** means not copying the source material verbatim (i.e., word for word), or if you do, putting the material in quotations and properly crediting the source. To use paraphrased information to support ideas, students must consider how well it supports their ideas and then integrate the information into their writing.
Progression from Previous Grade	The Grade 2 standard focuses on retelling information from provided sources to support ideas while avoiding plagiarism. The Grade 3 standard introduces the skill of paraphrasing information from sources to support ideas while avoiding plagiarism. The addition of paraphrasing ensures that students can effectively restate information in their own words, maintaining academic integrity while writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**

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Recognize that paraphrasing information from a source(s) avoids plagiarism. DOK: 1	Paraphrase information from sources to support ideas while avoiding plagiarism. DOK: 2	Paraphrase information from sources, without altering the meaning, to support ideas while avoiding plagiarism. DOK: 2
Possible Item Approaches		
Students will recognize that paraphrasing information from a literary or informational source avoids plagiarism. • Stems can ask students to recognize which sentence they could use in an original piece of writing because it is paraphrased. Students would be presented with a research scenario and a short stimulus representing a published work. The stem would then ask students which option could be used in their writing because it gives the information in a new/different way. The correct answer would be paraphrased information, while the distractors would be nearly direct quotations from the original. • Items could also present a similar set up to the above approach but ask why a given sentence is not ok to use, with the key being that it is copied straight from the text.	Students will paraphrase information from a literary or informational source to support ideas while avoiding plagiarism. • Stems can ask students to recognize which sentence is paraphrased from a source, and therefore okay to use in their writing. Students will be presented with a writing scenario and a short stimulus from a book or other source. The stem would then ask students which sentence they should use to support an idea in their writing. The correct answer would be the only option that is not copied directly from the source.	Students will paraphrase information from a literary or informational source, without altering the meaning, to support ideas while avoiding plagiarism. • Stems can ask students which paraphrased sentence varies enough from the original that it isn't plagiarism and still retains the original meaning. Students will be presented with a writing scenario and a sentence from a source. For example: Read this sentence. "No act of kindness, no matter how small, is ever wasted." - Aesop. Which sentence provides the same information without using the author's words too closely?" The correct answer would be: "Every kind gesture, no matter how tiny, always makes a difference." A plausible distractor would be: "Every gesture of kindness, no matter how small, is not wasted." • They key should paraphrase the source *and* convey the same meaning as the source. • Distractors can also paraphrase the source text but have an incorrect meaning. For example, "Every small act of kindness is wasted."

LA.3.W.6.c

Content Strand	Writing
Anchor Standard	Modes of Writing Write in a variety of modes for a variety of purposes and audiences across disciplines.
Standard	LA.3.W.6 Locate evidence from literary and/or informational text sources to answer questions about a topic.
Indicator	LA.3.W.6.c Sort evidence into categories using an appropriate note-taking format to collect and organize information.
Central Aspects to Be Measured	An item that fully measures LA.3.W.6.c asks students to both: • Sort **evidence** into **categories**; and • Use an appropriate **note-taking format** to collect and organize information. The intent of this standard is for students to be able to gather information for their writing in a logical and systematic way. **Evidence** refers to any information or details that students might use to support their ideas in writing. **Categories** refer to different groups or types of information that are related to a topic. If a student is writing about animals, for example, the categories of information might be habitat, diet, physical characteristics, and behavior. Students must be able to categorize their evidence based on its relevance to these categories to write in a clear and coherent way. A **note-taking format** is a structured method for recording information, such as an outline, chart, or graphic organizer. Such aids help writers be more effective in gathering and organizing information for their writing.
Progression from Previous Grade	The Grade 2 standard focuses on sorting evidence and information into categories. The Grade 3 standard introduces the skill of using an appropriate note-taking format to collect and organize information. This ensures that students can gather information in an organized way, making it easier to use that information in their writing.

Achievement Level Descriptors		
Developing	**On Track**	**Advanced**
Sort evidence into categories **using a provided graphic organizer and/or guided note-taking format.** DOK: 1	Sort evidence into categories **using an appropriate note-taking format to collect and organize information**. DOK: 2	Sort **relevant** evidence into **related** categories using **a variety of** note-taking formats to collect and **logically** organize information. DOK: 3
Possible Item Approaches		
Students will sort evidence into categories using a provided graphic organizer or guided note-taking format. • Stems should ask students to sort evidence into categories. The items may require the use of a graphic organizer or note-taking tool. For example, the item may provide a graphic organizer (e.g., Venn diagram) in the stem, which is completed except for one blank (perhaps a header). Then students would be asked which option, in a Multiple-Choice item with four options, would best complete the graphic organizer.	Students will sort evidence into categories using an appropriate note-taking format to collect and organize information. • Stems should ask students to use a note-taking format, such as an outline, to collect information they would include in a literary or informational text. The item may require the use of technology, with students being provided the format (e.g., a chart showing the required elements of a story) and a text box with options like "forest" that describes the setting, "a family on a hike" that describes the characters, "getting lost" that describes the problem, etc. The student must then move the options to the correct spot in the graphic organizer.	Students will sort relevant evidence into related categories using a variety of note-taking formats to collect and logically organize information. • Stems should ask students to sort evidence in a logically organized way using a variety of note-taking formats. For example, students may be given an outline with two blanks and some details that would or would not be included in a piece of writing. The stem would then ask students to determine which pieces would be included in the writing and where they should go in the outline.