Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidence Statements:**
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1) • Provides a statement of the central message, lesson, or moral in a text. (2) • Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) • Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza. (1) • Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 6: Distinguish their own point of view from that of the narrator or those of the characters.	• Provides the points of view of the narrator or those of the characters in a story or drama. (1)
RL 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	• Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• Provides a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) • Provides a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) • Provides a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

Grade: 3	
Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidence Statements:**
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)[1]
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between **a series of historical events**, using language that pertains to time, sequence and/or cause/effect**.** (1) • Provides a description of the relationship **between scientific ideas or concepts,** using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship **between steps in technical procedures in a text,** using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of **text features** to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of **search tools** to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)
RI 6: Distinguish their own point of view from that of the author of a text.	• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)
RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	• Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of, e.g., where, when, why, and how key events occur. (1)
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	• Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)
RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)

[1] This evidence combines grade 3 evidences RI1.1 and RI1.2 from Phases 1 and 2.

Grade: 3	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidence Statements:**
RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1)
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1)
L 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1)
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1) • Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (*e.g. knew, believed, suspected, heard, wondered*). (2)
L 6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	• Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*). (1)

Grade: 3		
Claim: Writing: Students write effectively when using and/or analyzing sources.		
Items designed to measure this claim may address the standards and evidences listed below:		
Standards:		**Evidences:**
W1	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.	**Written Expression**: **Development of Ideas** • The student response addresses the prompt and shows effective development of the topic and/or narrative elements[1] by using reasoning, details, text-based evidence, and/or description; the development is largely appropriate to the task and purpose. **Organization** • The student response consistently demonstrates purposeful and controlled organization and includes an introduction and conclusion. **Clarity of Language** • The student response uses linking words and phrases, descriptive words, and/or temporal words to express ideas with clarity. **Knowledge of Language and Conventions** • The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
W2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information. d. Provide a concluding statement or section.	
W3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	

[1] Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation, organizing a logical event sequence, describing scenes, objects or people, developing characters personalities, and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements, establishing a context, situating events in a time and place, developing a point of view, developing characters' motives. In grades 9-11, narrative elements may include, in addition to the grades 3-8 elements, outlining step-by-step procedures, creating one or more points of view, and constructing event models of what happened. The elements to be assessed are expressed in grade- level standards 3 for writing and elucidated in the scoring guide for each PCR.

W4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
W5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	
W6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	
W7	Conduct short research projects that build knowledge about a topic.	
W8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	
W9	(Begins in grade 4)	
W10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	