

Grade 3

ELA

Item Specifications



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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of items used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Text Types suggests a broad list of text types for both literary and informational expectations. This list is not intended to be all inclusive: other text types may be used in the classroom setting. The expectations were written in grade level bands; for this reason, the progression of the expectations relies upon increasing levels of quantitative and qualitative text complexities.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Grade 3 English Language Arts

| Reading | | 3.R.1.A.a |
|---|--|--|
| 1 | Develop and apply skills to the reading process. | |
| A | Comprehension | |
| MLS | Develop and demonstrate reading skills in response to text by: | |
| a | explaining how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will explain how the illustrations contribute to the words in a story/text. | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| The illustration needs to clearly contribute to the words in the story. | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.A.b |
|--|--|---|
| 1 A MLS b | <p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>Develop and demonstrate reading skills in response to text by: drawing conclusions and support with textual evidence</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will draw conclusions and support the conclusions with textual evidence. | | 3 |
| | | <u>Item Format</u> |
| | | <p>Selected Response</p> <p>Technology Enhanced</p> |
| | | <u>Text Types</u> |
| | | <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| The text provides ample evidence for drawing conclusions. | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.A.c |
|--|--|--|
| 1 | Develop and apply skills to the reading process. | |
| A | Comprehension | |
| MLS | Develop and demonstrate reading skills in response to text by: | |
| C | summarizing a story's beginning, middle, and end and determining its central message, lesson, or moral | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will summarize a story's/text's beginning, middle, and end. | | <u>Item Format</u> Selected Response Technology Enhanced |
| The student will determine a story's/text's central message, lesson, or moral. | | |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| The story/text must have a well-developed beginning, middle, and end. | | |
| The story/text must have a discernible central message, lesson, or moral. | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.A.d |
|--|--|--|
| 1 A MLS d | <p>Develop and apply skills to the reading process.</p> <p>Comprehension</p> <p>Develop and demonstrate reading skills in response to text by: monitoring comprehension and making corrections and adjustments when understanding breaks down</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will monitor comprehension of text.</p> <p>The student will make corrections when understanding of text breaks down.</p> <p>The student will make adjustments when understanding of text breaks down.</p> | | <u>Item Format</u> Constructed Response Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.a |
|--|--|--|
| 1 B MLS a | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will decode common prefixes and suffixes in text.</p> <p>The student will identify the meaning of common prefixes and suffixes in text.</p> <p>The student will know (explain) how prefixes and suffixes change the meaning of root words in text.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Use common prefixes appropriate for grade 3 (e.g., <i>in-</i>, <i>dis-</i>, <i>bi-</i>) and suffixes appropriate for grade 3 (e.g. <i>-full</i>, <i>-ed</i>, <i>-less</i>).</p> <p>Note: As a grade-3 team we interpreted the word <i>knowing</i> to mean “explain.” (see standard wording)</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.b |
|--|--|--|
| 1 B MLS b | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will use sentence-level context to determine meaning of unfamiliar words in text.</p> <p>The student will use sentence-level context to distinguish among multiple-meaning words in text.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>The sentence within the stimulus must contain enough context to determine meaning.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.c |
|---|---|--|
| 1 B MLS C | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using homographs and homophones</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will use homographs to develop understanding of vocabulary.</p> <p>The student will use homophones to develop understanding of vocabulary.</p> | | <u>Item Format</u> Selected Response |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.d |
|---|---|--|
| 1 B MLS d | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: distinguishing the literal and non-literal meanings of words and phrases in context</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will distinguish the literal and non-literal meanings of words in context.</p> <p>The student will distinguish the literal and non-literal meanings of phrases in context.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.e |
|---|---|---|
| 1 B MLS e | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: determining the meaning of the new word formed when a known affix is added to a known base word</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will determine the meaning of a new word formed when an affix (prefix/suffix) is added to a base word in text.</p> | | 2 |
| | | <u>Item Format</u> |
| | | <p>Selected Response Technology Enhanced</p> |
| | | <u>Text Types</u> |
| | | <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Refer to standard 3.R.1.B.a.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.f |
|---|---|---|
| 1 B MLS f | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will use a dictionary or glossary to determine the meaning of unknown words in text.</p> <p>The student will use a dictionary or glossary to determine syllabication of unknown words in text.</p> <p>The student will use a dictionary or glossary to determine the pronunciation of unknown words in text.</p> | | <u>Item Format</u> |
| | | <p>Selected Response</p> <p>Technology Enhanced</p> |
| | | <u>Text Types</u> |
| | | <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.g |
|--|--|--|
| 1 | Develop and apply skills to the reading process. | |
| B | Vocabulary | |
| MLS | Develop an understanding of vocabulary by: | |
| g | discussing analogies | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will discuss analogies to develop understanding of vocabulary in text. | | 2 |
| | | <u>Item Format</u> |
| | | Constructed Response |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.h |
|--|---|--|
| 1 B MLS h | Develop and apply skills to the reading process. Vocabulary Develop an understanding of vocabulary by: determining the meaning of the author’s use of similes and metaphors to produce imagery | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will determine the meaning of the author’s use of similes in text to produce imagery. The student will determine the meaning of the author’s use of metaphors in text to produce imagery. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.1.B.i |
|--|---|--|
| 1 B MLS i | <p>Develop and apply skills to the reading process.</p> <p>Vocabulary</p> <p>Develop an understanding of vocabulary by: using conversational, general academic, and domain-specific words and phrases</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will use conversational words and phrases to develop reading skills.</p> <p>The student will use general academic words and phrases to develop reading skills.</p> <p>The student will use domain-specific words and phrases to develop reading skills.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.1.C.a |
|--|--|--|
| 1 | Develop and apply skills to the reading process. | |
| C | Making Connections | |
| MLS | Explain relevant connections between: | |
| a | text-to-text (ideas and information in various fiction and nonfiction works, using compare and contrast) | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will compare relevant text-to-text connections among various works of fiction and nonfiction. | | 3 |
| The student will contrast relevant text-to-text connections among various works of fiction and nonfiction. | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Compare and contrast can be between fiction and nonfiction, fiction and fiction, or nonfiction and nonfiction. Students may be asked to compare or contrast but not both. | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.C.b |
|---|--|---|
| 1 C MLS b | Develop and apply skills to the reading process. Making Connections Explain relevant connections between: Text-to-world (text ideas regarding experiences in the world) | |
| <u>Expectation Unwrapped</u> The student will make text-to-world connections, explaining relevant ideas regarding experiences in the world. | | <p style="text-align: center;"><u>DOK Ceiling</u> 2</p> <p style="text-align: center;"><u>Item Format</u> Selected Response Technology Enhanced Constructed Response</p> <p style="text-align: center;"><u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.1.D.a |
|---|---|--|
| 1 D MLS a | Develop and apply skills to the reading process. Independent Text Read independently for multiple purposes over sustained periods of time by: reading text that is developmentally appropriate | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| The student will independently read developmentally appropriate text for multiple purposes over a sustained period of time. | | <u>Item Format</u> Selected Response Constructed Response |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |
| Locally assessed | | |

Grade 3 English Language Arts

| Reading | | 3.R.1.D.b |
|---|--|--|
| 1 D MLS b | Develop and apply skills to the reading process. Independent Text Read independently for multiple purposes over sustained periods of time by: producing evidence of reading | |
| <u>Expectation Unwrapped</u> The student will produce evidence of reading independently for multiple purposes over sustained periods. | | <p style="text-align: center;"><u>DOK Ceiling</u> 1</p> <p style="text-align: center;"><u>Item Format</u> Selected Response Constructed Response</p> <p style="text-align: center;"><u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.a |
|--|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| a | summarize and sequence the events/plot and explain how past events impact future events | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will summarize text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will sequence the events/plot in text by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will explain how past events impact future events by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.b |
|---|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| b | describe the personality traits of characters from their thoughts, words, and actions | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will describe the personality traits of characters from their thoughts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe the personality traits of characters from their words by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe the personality traits of characters from their actions by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.c |
|---|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| C | describe the interaction of characters, including relationships and how they change | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will describe the interaction of characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe the interaction of characters' relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will describe how the relationship of characters' changes by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.d |
|--|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| d | paraphrase the big idea/themes and supporting details of texts | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will paraphrase (identify) the themes of texts by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will paraphrase (identify) the themes with supporting details by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> | | 2 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>The intent of the word <i>paraphrase</i> in this expectation implies “identify.”</p> <p>For item writing, use the term <i>identify</i> instead of <i>paraphrase</i>.</p> <p>In this expectation, <i>big idea</i> means “theme.”</p> <p>For item writing, use the term <i>theme</i>.</p> <p>Instructional Implications: Look to grade 4 standard for implications of 3.2.A.d.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.e |
|--|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| e | compare and contrast key elements in various types of fiction | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will compare key elements in various types of fiction from a variety of cultures and times by inferring, drawing conclusions, and analyzing.</p> <p>The student will contrast key elements in various types of fiction from a variety of cultures and times by inferring, drawing conclusions, and analyzing.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| For assessment purposes, it could be compare, contrast, or compare and contrast. | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.f |
|---|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| f | explain cause-and-effect relationships | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will explain cause-and-effect relationships by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times. | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.2.A.g |
|--|--|---|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| A | Fiction | |
| MLS | Read, infer, analyze, and draw conclusions to: | |
| g | distinguish their own point of view from that of the narrator or those of the characters | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will distinguish (compare and/or contrast) his or her own point of view (perspective) from that of the narrator by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will distinguish (compare and/or contrast) his or her own point of view (perspective) from those of the characters by inferring, drawing conclusions, and analyzing fiction, poetry, and drama from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Constructed Response |
| | | <u>Text Types</u> |
| | | Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>For assessment purposes, use <i>compare</i> and/or <i>contrast</i> for <i>distinguish</i>.</p> <p>In this expectation, <i>point of view</i> means “perspective”.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.B.a |
|---|---|--|
| 2 B MLS a | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Poetry</p> <p>Read, infer, and draw conclusions to:</p> <p>use examples of alliteration</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will identify examples of alliteration in poetry from a variety of cultures and times.</p> | | 1 |
| | | <u>Item Format</u> |
| | | <p>Selected Response Technology Enhanced</p> |
| | | <u>Text Types</u> |
| | | <p>Literary: poetry</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>The term <i>use</i> in the expectation is interpreted to mean “identify.” Replace <i>use</i> with <i>identify</i> in assessment.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.B.b |
|---|---|---|
| 2 B MLS b | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Poetry</p> <p>Read, infer, and draw conclusions to:</p> <p>identify basic forms of poetry</p> | |
| <p><u>Expectation Unwrapped</u></p> <p>The student will identify basic forms of poetry from a variety of cultures and times.</p> | | <p><u>DOK Ceiling</u></p> <p>2</p> |
| | | <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Technology Enhanced</p> |
| | | <p style="text-align: center;"><u>Text Types</u></p> <p>Literary: poetry</p> |
| <p><u>Content Limits/Assessment Boundaries</u></p> <p>Basic forms of poetry: e.g., couplet, haiku</p> | | <p><u>Sample Stems</u></p> |

Grade 3 English Language Arts

| Reading | | 3.R.2.C.a |
|--|--|--|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| C | Drama | |
| MLS | Read, infer, and draw conclusions to: | |
| a | explain the elements of plot, setting, and character as presented through dialogue in scripts that are read or viewed | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will infer and draw conclusions to explain the elements of plot in drama from a variety of cultures and times through dialogue in scripts.</p> <p>The student will infer and draw conclusions to explain the setting in drama from a variety of cultures and times through dialogue in scripts.</p> <p>The student will infer and draw conclusions to explain the characters in drama from a variety of cultures and times through dialogue in scripts.</p> | | 2 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: drama |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Reading | | 3.R.2.C.b |
|---|--|--|
| 2 | Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times. | |
| C | Drama | |
| MLS | Read, infer, and draw conclusions to: | |
| b | identify language that creates a graphic visual experience and appeals to the senses | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will infer and draw conclusions to identify language that creates a graphic visual experience in drama from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to identify language that appeals to the senses in drama from a variety of cultures and times.</p> | | 2 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Literary: drama |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.A.a |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| A | Text Features | |
| MLS | Read, infer, and draw conclusions to: | |
| a | explain the author's purpose | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times. | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Note: The above unwrapping denotes standard 3.R.3.A.a; however, it is noted that this standard is typically measured in text structure instead of text feature. | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.A.b |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| A | Text Features | |
| MLS | Read, infer, and draw conclusions to: | |
| b | identify the details or facts that support the main idea | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will infer and draw conclusions to identify the main idea in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to identify the details or facts that support the main idea in nonfiction from a variety of cultures and times.</p> | | 2 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.A.c |
|--|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| A | Text Features | |
| MLS | Read, infer, and draw conclusions to: | |
| C | use text and graphic features to locate information and to make and verify predictions | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will use text features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times.</p> <p>The student will use graphic features to locate information by inferring and drawing conclusions in nonfiction from a variety of cultures and times.</p> <p>The student will use text and graphic features to make predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times.</p> <p>The student will use text and graphic features to verify predictions by inferring and drawing conclusions in nonfiction from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Text features: e.g., bold print, captions, key words, italics Graphic features: e.g., charts, graphs, maps | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.A.d |
|--|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| A | Text Features | |
| MLS | Read, infer, and draw conclusions to: | |
| d | follow and explain a set of written multi-step directions | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will infer and draw conclusions to follow a set of written multi-step directions in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to explain a set of written multi-step directions in nonfiction from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced Constructed Response |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Multi-step directions must be grade appropriate in number. | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.A.e |
|---|--|--|
| 3 A MLS e | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Text Features</p> <p>Read, infer, and draw conclusions to:</p> <p>describe the relationship between events, ideas, concepts, or steps</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will infer and draw conclusions to describe the relationship between events in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe the relationship between ideas in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe the relationship between concepts in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe the relationship between steps in nonfiction from a variety of cultures and times.</p> | | <u>Item Format</u> |
| | | <p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p> |
| | | <u>Text Types</u> |
| | | <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Items should be written to test each relationship separately. No item should be written to assess more than one relationship.</p> <p>Note: The above unwrapping denotes standard 3.R.3.A.e; however, it is noted that this standard is typically measured in text structure instead of text feature.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.B.a |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| B | Literary Techniques | |
| MLS | Read, infer, and draw conclusions to: | |
| a | distinguish the difference between a biography and an autobiography | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will identify biographies from a variety of cultures and times by inferring and drawing conclusions. | | <u>Item Format</u> Selected Response Technology Enhanced Constructed Response |
| The student will identify autobiographies from a variety of cultures and times by inferring and drawing conclusions. | | |
| The student will infer and draw conclusions to distinguish (compare and/or contrast) the difference between a biography and an autobiography. | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| For item writing, use <i>compare</i> and/or <i>contrast</i> for <i>distinguish</i> . Use multiple stimulus material (1 biography, 1 autobiography) to elevate DOK. Social studies correlation | | <u>Sample Stems</u> |
| Note: The above unwrapping denotes standard 3.R.B.a; however, it is noted that this standard is typically measured in text structure instead of literary techniques. | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.B.b |
|--|--|---|
| 3 B MLS b | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to:</p> <p>distinguish fact from opinion</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will infer and draw conclusions to identify facts in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to identify opinions in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to distinguish fact from opinion in nonfiction from a variety of cultures and times.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Alternative verbs for <i>distinguish</i> in item writing may include <i>identify</i>, <i>categorize</i>, <i>classify</i>, <i>label</i>, and <i>separate</i>.</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.B.c |
|--|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| B | Literary Techniques | |
| MLS | Read, infer, and draw conclusions to: | |
| C | distinguish point of view from what the author is trying to persuade the reader to think or do | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will infer and draw conclusions to distinguish point of view (perspective) from what the author is trying to persuade the reader to think in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to distinguish point of view (perspective) from what the author is trying to persuade the reader to do in nonfiction from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| For assessment purposes use <i>compare</i> and/or <i>contrast</i> for <i>distinguish</i> . For this standard <i>point of view</i> means “perspective”. | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.B.d |
|---|---|---|
| 3 B MLS d | <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times.</p> <p>Literary Techniques</p> <p>Read, infer, and draw conclusions to: explain examples of sound devices, literal and nonliteral meanings, and figurative language</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will infer and draw conclusions to explain examples of sound devices in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to explain examples of literal and nonliteral meanings in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to explain examples of figurative language in nonfiction from a variety of cultures and times.</p> | | <u>Item Format</u> Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.3.C.a |
|--|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| a | describe relationships among events, ideas, concepts, and cause and effect in texts | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will infer and draw conclusions to describe relationships among events in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe relationships among ideas in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe relationships among concepts in nonfiction from a variety of cultures and times.</p> <p>The student will infer and draw conclusions to describe cause-and-effect relationships in nonfiction from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Items should be written to test each relationship separately. No item should be written to assess more than one relationship. | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.C.b |
|--|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| b | explain the relationship between problems and solutions | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will infer and draw conclusions to explain the relationship between problems and solutions in nonfiction from a variety of cultures and times. | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.3.C.c |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| C | use information gained from illustrations and words to demonstrate understanding of the text | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| The student will use (describe) information gained from illustrations to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times. | | <u>Item Format</u> Selected Response Technology Enhanced Constructed Response |
| The student will use (describe) information gained from words to demonstrate understanding of the text by inferring and drawing conclusions in nonfiction from a variety of cultures and times. | | |
| | | <u>Text Types</u> Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| For assessment purposes, the word <i>use</i> means “describe”. | | |

Grade 3 English Language Arts

| Reading | | 3.R.3.C.d |
|---|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| d | explain the author's purpose | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will infer and draw conclusions to explain the author's purpose in nonfiction from a variety of cultures and times. | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.3.C.e |
|--|---|---|
| 3 | Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction (e.g., narrative, information/explanatory, opinion, persuasive, argumentative) from a variety of cultures and times. | |
| C | Text Structures | |
| MLS | Read, infer, and draw conclusions to: | |
| e | compare and contrast the most important points and key details presented in texts on the same topic | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will compare the most important points and key details presented in multiple texts on the same topic by inferring and drawing conclusions in nonfiction from a variety of cultures and times.</p> <p>The student will contrast the most important points and key details presented in multiple texts on the same topic by inferring and drawing conclusions in nonfiction from a variety of cultures and times.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced Constructed Response |
| | | <u>Text Types</u> |
| | | Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Stimulus texts must be on the same topic, and each text should provide clear similarities and differences. Items may be written to compare and/or contrast. | | |

Grade 3 English Language Arts

| Reading | | 3.R.4.A.a |
|---|--|---|
| 4 A MLS a | <p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: understanding how communication changes when moving from one genre of media to another</p> | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will comprehend and analyze words, images, graphics, and sounds in print and digital forms of media to understand how communication changes when moving from one genre of media to another.</p> | | <p><u>DOK Ceiling</u></p> <p>3</p> |
| | | <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Technology Enhanced Constructed Response</p> |
| | | <p style="text-align: center;"><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p> <p>Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative</p> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Media: a system of communication, information, or entertainment; varied ways for authors/creators to share ideas and messages with readers and/or viewers.</p> | | <p><u>Sample Stems</u></p> |

Grade 3 English Language Arts

| Reading | | 3.R.4.A.b |
|--|--|--|
| 4 A MLS b | <p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: explaining how various design techniques used in media influence the message</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will comprehend and analyze images and graphics in print and digital forms of media to explain how various design techniques used in media influence the message.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Design techniques: e.g., shape, color, sound</p> | | |

Grade 3 English Language Arts

| Reading | | 3.R.4.A.c |
|--|--|--|
| 4 A MLS C | Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning. Digital and Media Literacy Read to develop an understanding of media and its components by: comparing various written conventions used for digital media | |
| <u>Expectation Unwrapped</u> The student will, by understanding media and its components, compare various written conventions used for digital media to impact meaning. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Written conventions: e.g., language in an informal email versus language in a web-based news article Items should be written to compare only. | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading | | 3.R.4.A.d |
|--|---|--|
| 4 A MLS d | <p>Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.</p> <p>Digital and Media Literacy</p> <p>Read to develop an understanding of media and its components by: identifying text structures and graphics features of a web page</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| <p>The student will identify text structures of a web page.</p> <p>The student will identify graphic features of a web page.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Text structures: e.g., subheadings, links, sidebars Graphic features: e.g., page or website design, website audio/video clips For this standard, the intended use of <i>text structure</i> means “text features.”</p> | | |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.3.A.a |
|---|--|--|
| 3 A MLS a | <p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by:</p> <p>decoding multisyllabic words in context and independent of context by applying common spelling patterns</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will decode multisyllabic words in context by applying common spelling patterns.</p> <p>The student will decode multisyllabic words independent of context by applying common spelling patterns.</p> | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed Common spelling patterns: e.g., dropping the final “e” and adding endings such as <i>-ing, -ed, -able; use, used, using, usable</i>) | | |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.3.A.b |
|--|---|--|
| 3 A MLS b | Understand how English is written and read. Phonics Develop phonics in the reading process by: decoding words that double final consonants when adding an ending | |
| <u>Expectation Unwrapped</u> The student will decode words that double final consonant when adding an ending. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed Double final consonant when adding an ending: e.g., hop to hopping | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.3.A.c |
|--|---|--|
| 3 A MLS C | Understand how English is written and read. Phonics Develop phonics in the reading process by: using the meaning of common prefixes and suffixes | |
| <u>Expectation Unwrapped</u> The student will use common prefixes and suffixes to decode words. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> The meaning of the prefixes and suffixes is not the focus of the standard, see 3.R.1.B.a. (where the meaning of prefixes and suffixes is addressed). Common prefixes and suffixes (e.g., <i>dis-</i> , <i>-ly</i> , <i>de-</i> , <i>-ful</i> , <i>-able</i>) | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.3.A.d |
|--|---|--|
| 3 A MLS d | Understand how English is written and read. Phonics Develop phonics in the reading process by: using the meaning of homophones | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will decode homophones.</p> | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed The meaning of the homophone is not the focus of the standard, see 3.R.1.B.c. (where the students use homophones to develop vocabulary). Homophones: e.g., hair/hare</p> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.3.A.e |
|--|---|--|
| 3 A MLS e | <p>Understand how English is written and read.</p> <p>Phonics</p> <p>Develop phonics in the reading process by: decoding known and unknown words by spelling patterns</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will decode known words by spelling patterns.</p> <p>The student will decode unknown words by spelling patterns.</p> | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Locally assessed</p> <p>Spelling Patterns: e.g., final stable syllable, <i>tumble</i>; VCe, in-<i>vite</i>; r-controlled vowels, <i>per</i>-fect; vowel digraphs and diphthongs, <i>boy</i>-hood, <i>-eigh</i>, <i>-ought</i></p> | | |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.3.A.f |
|--|--|--|
| 3 A MLS f | Understand how English is written and read. Phonics Develop phonics in the reading process by: reading irregularly spelled high-frequency words | |
| <u>Expectation Unwrapped</u> The student will read irregularly spelled high-frequency words. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Reading Foundations | | 3.RF.4.A.a |
|---|---|--|
| 4 A MLS a | <p>Understand how English is written and read.</p> <p>Fluency</p> <p>Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing), with purpose, and for comprehension</p> <p>use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing).</p> <p>The student will read appropriate texts with purpose.</p> <p>The student will read appropriate texts for comprehension.</p> <p>The student will use context to confirm or self-correct word recognition and understanding, rereading when necessary.</p> | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction Informational: e.g., narrative nonfiction, informative/ explanatory, opinion, persuasive, argumentative |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Writing | | 3.W.1.A.a |
|--|--|---|
| 1 A MLS a | Apply a writing process to develop a text for audience and purpose. Prewriting Follow a writing process to plan a first draft by: using a simple prewriting strategy when given the purpose and the intended audience | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use a simple prewriting strategy when given the purpose and the intended audience to plan a first draft for a text.</p> | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Constructed Response |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.1.B.a |
|---|---|---|
| 1 B MLS a | <p>Apply a writing process to develop a text for audience and purpose.</p> <p>Draft</p> <p>Appropriate to genre type, develop a draft from prewriting by: generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by generating a main idea to support a multiple-paragraph text.</p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by using a variety of sentence types, including imperative and exclamatory.</p> | | 3 |
| | | <u>Item Format</u> |
| | | <p>Selected Response Technology Enhanced Constructed Response</p> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>For assessment purposes, use a grade-level appropriate verb instead of <i>generate</i>.</p> | | |

Grade 3 English Language Arts

| Writing | | 3.W.1.B.b |
|--|---|---|
| 1 B MLS b | Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) | |
| <u>Expectation Unwrapped</u> The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by supporting the topic sentences within each paragraph with facts and details (from sources when appropriate). | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced Constructed Response |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> For selected response, the word <i>support</i> may be substituted for <i>select</i> . | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.1.B.c |
|---|---|--|
| 1 B MLS C | Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by categorizing the supporting details into a text with a clear beginning, middle, and end.</p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by organizing the supporting details into a text with a clear beginning, middle, and end.</p> <p>The student will, appropriate to genre type, audience, and purpose, develop a draft from prewriting by sequencing the supporting details into a text with a clear beginning, middle, and end.</p> | | <p style="text-align: center;"><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <hr/> <p style="text-align: center;"><u>Item Format</u></p> <p>Selected Response Technology Enhanced Constructed Response</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> | | <p style="text-align: center;"><u>Sample Stems</u></p> |

Grade 3 English Language Arts

| Writing | | 3.W.1.B.d |
|--|--|---|
| 1 B MLS d | Apply a writing process to develop a text for audience and purpose. Draft Appropriate to genre type, develop a draft from prewriting by: addressing an appropriate audience | |
| <u>Expectation Unwrapped</u> The student will address an appropriate audience when developing a draft from prewriting. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced Constructed Response |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.1.C.a |
|--|---|----------------------------|
| 1 C MLS a | <p>Apply a writing process to develop a text for audience and purpose.</p> <p>Revise/Edit</p> <p>Reread, revise, and edit drafts with assistance from adults/peers to: develop and strengthen writing as needed by revising main idea; sequence (ideas); focus; beginning, middle, and end; details/facts (from sources when appropriate); word choice (related to the topic); sentence structure; transitions; audience and purpose; voice</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will develop writing as needed by revising:</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning, middle, and end • details/facts (from sources when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice <p>The student will strengthen writing as needed by revising:</p> <ul style="list-style-type: none"> • main idea • sequence (ideas) • focus • beginning, middle, and end • details/facts (from sources when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice | | 2 |
| | | <u>Item Format</u> |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.1.C.b |
|--|--|---|
| 1 C MLS b | Apply a writing process to develop a text for audience and purpose. Revise/Edit Reread, revise, and edit drafts with assistance from adults/peers to: edit for language conventions | |
| <u>Expectation Unwrapped</u> The student will, with assistance from adults/peers, edit for language conventions in drafts. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Writing Prompt Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Refer to language standards. | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.1.D.a |
|--|---|--|
| 1 D MLS a | Apply a writing process to develop a text for audience and purpose. Produce/Publish and Share Writing With assistance from adults/peers: use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will, with assistance from adults and peers, use a variety of conventional tools and technology (including keyboarding skills) to produce writing appropriate for audience and purpose.</p> <p>The student will, with assistance from adults and peers, use a variety of conventional tools and technology (including keyboarding skills) to publish writing appropriate for audience and purpose.</p> <p>The student will, with assistance from adults and peers, use tools and technology to interact and collaborate with others when producing/publishing writing appropriate for audience and purpose.</p> | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed Note: Refer to grade 3 W2A-C genre-specific standards. | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.a |
|--|--|---|
| 2 A MLS a | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: introduce a topic or text being studied, using connected sentences | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will introduce a topic, using connected sentences in an opinion text appropriate for audience and purpose.</p> <p>The student will introduce a text being studied, using connected sentences in an opinion text appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| The intent of the standard is to have more than one sentence to introduce a topic or text. | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.b |
|--|--|---|
| 2 A MLS b | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>state an opinion or establish a position and provide reasons for the opinion/position</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will state an opinion or establish a position when composing a well-developed text appropriate for audience and purpose.</p> <p>The student will provide reasons for the opinion/position when composing a well-developed text appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>The topic should be grade-level appropriate topics.</p> <p>Example from MLS document:</p> <p>Write a speech to your classmates convincing them why you think they should volunteer for the school clean-up campaign.</p> <p>Write a short essay convincing your classmates why you think they should volunteer for the school clean-up campaign. Use relevant evidence/reasons to support your opinions. The student should be presented factual stimulus materials that provide background on the grade-level appropriate topic.</p> | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.c |
|--|---|---|
| 2 A MLS C | <p>Compose well-developed writing texts for audience and purpose.</p> <p>Opinion/Argumentative</p> <p>Write opinion texts that:</p> <p>use specific and accurate words that are related to the topic, audience, and purpose</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will use specific and accurate words related to the topic in an opinion text appropriate for audience and purpose.</p> <p>The student will use specific and accurate words related to the audience in an opinion text appropriate for audience and purpose.</p> <p>The student will use specific and accurate words related to the purpose in an opinion text appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |
| <p>The writing prompt should state the topic, audience, and purpose.</p> | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.d |
|--|--|---|
| 2 A MLS d | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: contain information using student’s original language except when using direct quotation from a source | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will write opinion texts that contain information using student’s original language appropriate for audience and purpose.</p> <p>The student will write opinion texts using direct quotations from a source appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.e |
|---|--|---|
| 2 A MLS e | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: reference the name of the author(s) or name of the source used for details or facts included in the text | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will reference the name of the author(s) or name of the source used for details or facts included in the text.</p> | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Reference options: The author said . . . , School uniforms prevent bullying, (Jones) . . . , In source number 2, . . .</p> <p>The assessment stem may or may not have an author.</p> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.f |
|---|---|----------------------------|
| 2 A MLS f | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: use transitions to connect opinion and reason | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will use transitions appropriate for audience and purpose to connect opinion and reason in an opinion text. | | 3 |
| | | <u>Item Format</u> |
| | | Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Transition words: e.g., but, therefore, since, one example, for example | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.A.g |
|---|--|---|
| 2 A MLS g | Compose well-developed writing texts for audience and purpose. Opinion/Argumentative Write opinion texts that: provide clear evidence of a beginning, middle, and concluding statement or paragraph | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will provide evidence of a beginning paragraph appropriate for audience and purpose in an opinion text.</p> <p>The student will provide evidence of a middle paragraph appropriate for audience and purpose in an opinion text.</p> <p>The student will provide evidence of a concluding statement or paragraph appropriate for audience and purpose in an opinion text.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.B.a |
|--|---|---|
| 2 B MLS a | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: introduce a topic or text being studied | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will introduce a topic in an informative/explanatory text appropriate for audience and purpose.</p> <p>The student will introduce a text being studied in an informative/explanatory text appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.B.b |
|---|---|----------------------------|
| 2 B MLS b | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: develop the topic with simple facts, definitions, details, and explanations | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will develop the topic with simple facts in informative/explanatory text appropriate for audience and purpose.</p> <p>The student will develop the topic with definitions in informative/explanatory text appropriate for audience and purpose.</p> <p>The student will develop the topic with details in informative/explanatory text appropriate for audience and purpose.</p> <p>The student will develop the topic with explanations in informative/explanatory text appropriate for audience and purpose.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.B.c |
|---|---|---|
| 2 B MLS C | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use specific, relevant words that are related to the topic, audience, and purpose | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use specific and relevant words related to the topic in informative/explanatory text.</p> <p>The student will use specific and relevant words related to the audience in informative/explanatory text.</p> <p>The student will use specific and relevant words related to the purpose in informative/explanatory text.</p> | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.B.d |
|---|---|---|
| 2 B MLS d | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use the student’s original language except when quoting from a source | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will write informative/explanatory texts that contain information using student’s original language appropriate for audience and purpose.</p> <p>The student will write informative/explanatory texts using direct quotations from a source appropriate for audience and purpose.</p> | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.B.e |
|--|--|---|
| 2 B MLS e | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: use transition words to connect ideas within categories of information | |
| <u>Expectation Unwrapped</u> The student will use transition words to connect ideas within categories of information in informative/explanatory text appropriate for audience and purpose. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Transition words: e.g., but, therefore, since, one example, for example | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.B.f |
|--|--|---|
| 2 B MLS f | Compose well-developed writing texts for audience and purpose. Informative/Explanatory Write informative/explanatory texts that: create a concluding statement or paragraph | |
| <u>Expectation Unwrapped</u> The student will create a concluding statement or paragraph in informative/explanatory text appropriate for audience and purpose. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.C.a |
|--|---|---|
| 2 C MLS a | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: establish a setting and situation/topic and introduce a narrator and/or characters | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will establish a setting in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will establish a situation/topic in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will introduce a narrator and/or characters in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |
| Examples: Personal narrative (e.g., “Times you learned to do something: ride a bike, make cookies,”) fairy tale, mystery, sports story, question poem, diamante poetry | | |

Grade 3 English Language Arts

| Writing | | 3.W.2.C.b |
|---|--|---|
| 2 C MLS b | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use narrative techniques, such as dialogue and descriptions | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will use the narrative technique of dialogue in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will use the narrative technique of descriptions in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.C.c |
|---|---|---|
| 2 C MLS C | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: establish and organize an event sequence to establish a beginning/middle/end | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will establish and organize an event sequence to establish (develop) a beginning in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will establish and organize an event sequence to establish (develop) a middle in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> <p>The student will establish and organize an event sequence to establish (develop) an end in fiction or nonfiction narratives and poems appropriate for audience and purpose.</p> | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.C.d |
|--|---|---|
| 2 C MLS d | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use transition words and phrases to signal event order | |
| <u>Expectation Unwrapped</u> The student will use transition words and phrases to signal event order in fiction or nonfiction narratives and poems appropriate for audience and purpose. | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Transition words: e.g., before, later, after a while | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.2.C.e |
|--|---|----------------------------|
| 2 C MLS e | Compose well-developed writing texts for audience and purpose. Narrative/Literary Write fiction or non-fiction narratives and poems that: use specific and relevant words that are related to the topic, audience, and purpose | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will use specific and relevant words related to the topic in fiction or nonfiction narratives and poems.</p> <p>The student will use specific and relevant words related to the audience in fiction or nonfiction narratives and poems.</p> <p>The student will use specific and relevant words related to the purpose in fiction or nonfiction narratives and poems.</p> | | 3 |
| | | <u>Item Format</u> |
| | | Writing Prompt |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.a |
|---|--|----------------------------|
| 3 A MLS a | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: generate a list of subject-appropriate topics | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will generate a list of subject-appropriate topics to research. | | 1 |
| | | <u>Item Format</u> |
| | | Constructed Response |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed <i>Generate</i> is synonymous with <i>create</i> or <i>make</i> . Subject-appropriate topics: e.g., students brainstorm topics about Native Americans, presidents, solar system, weather | | |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.b |
|--|--|---|
| 3 A MLS b | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: create an individual question about a topic | |
| <u>Expectation Unwrapped</u> The student will create an individual question about a topic to research. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Constructed Response |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Instructional implication: Teach in conjunction with 3.W.3.A.c | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.c |
|---|---|---|
| 3 A MLS C | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: decide what sources of information might be relevant to answer these questions | |
| <u>Expectation Unwrapped</u> The student will decide (select, choose) what sources of information might be relevant to answer the research questions. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Instructional implication: Teach in conjunction with 3.W.3.A.b | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.d |
|---|--|---|
| 3 A MLS d | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will locate information in reference texts. The student will locate information in electronic resources. The student will locate information in interviews. The student will locate information in visual sources. The student will locate information in literary and informational texts. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Visual sources: e.g., maps, timelines, graphs | | |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.e |
|---|---|---|
| 3 A MLS e | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: determine the accuracy and relevance of the information related to a selected question | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 2 |
| The student will determine the accuracy of the information from a variety of sources related to a selected question. The student will determine the relevance of the information form a variety of sources related to a selected question. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.f |
|---|---|---|
| 3 A MLS f | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: take simple notes in own words and sort evidence into provided categories or organizer | |
| <u>Expectation Unwrapped</u> The student will take simple notes in his/her own words from a variety of sources when researching. The student will sort evidence from a variety of sources into provided categories or an organizer when researching. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.g |
|---|--|---|
| 3 A MLS g | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: use quotation marks to denote direct quotations when recording specific words and sentences from a source | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use quotation marks to denote direct quotations when recording specific words and sentences from a source.</p> | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.h |
|--|--|---|
| 3 A MLS h | Gather, analyze, evaluate, and use information from a variety of sources. Research Process Apply research process to: create a resource page from notes | |
| <u>Expectation Unwrapped</u> The student will create a resource page from notes from a variety of sources. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Constructed Response |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Writing | | 3.W.3.A.i |
|--|--|--|
| 3 A MLS i | <p>Gather, analyze, evaluate, and use information from a variety of sources.</p> <p>Research Process</p> <p>Apply research process to:</p> <p>present and evaluate the information in a report or annotated display, using previously established teacher/student criteria</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>Using previously established teacher/student criteria, the student will present information from a variety of sources in a report or annotated display.</p> <p>Using previously established teacher/student criteria, the student will evaluate the information from a variety of sources in a report or annotated display.</p> | | 3 |
| | | <u>Item Format</u> |
| | | <p>Writing Prompt</p> <p>Performance Event</p> |
| | | <u>Text Types</u> |
| | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Language | | 3.L.1.A.a |
|---|---|---|
| 1 A MLS a | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use regular and irregular verbs and simple verb tenses | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| The student will use regular verbs in speech and written form according to English language conventions. The student will use irregular verbs in speech and written form according to English language conventions. The student will use simple verb tenses in speech and written form according to English language conventions. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.A.b |
|--|---|---|
| 1 A MLS b | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use helping verbs with irregular verbs | |
| <u>Expectation Unwrapped</u> The student will use helping verbs with irregular verbs in speech and written form according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Helping verbs with irregular verbs: e.g., have eaten, have run, had spoken, has been | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.A.c |
|--|--|---|
| 1 A MLS C | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use complete subject and complete predicate in a sentence | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| The student will use a complete subject in a sentence in speech and written form according to English language conventions. The student will use a complete predicate in a sentence in speech and written form according to English language conventions. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.A.d |
|--|---|---|
| 1 A MLS d | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use comparative, superlative, and demonstrative adjectives and adverbs | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will use comparative adjectives and adverbs in speech and written form according to English language conventions.</p> <p>The student will use superlative adjectives and adverbs in speech and written form according to English language conventions.</p> <p>The student will use demonstrative adjectives in speech and written form according to English language conventions.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Comparative: e.g., better, more fun Superlative: e.g., best, most fun Demonstrative: e.g., this, that, these, those | | |

Grade 3 English Language Arts

| Language | | 3.L.1.A.e |
|---|--|---|
| 1 A MLS e | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use subject/verb agreement in sentences | |
| <u>Expectation Unwrapped</u> The student will use subject/verb agreement in sentences in speech and written form according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Subject verb agreement: e.g., we eat, he eats | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.A.f |
|--|---|---|
| 1 A MLS f | <p>Communicate using conventions of English language.</p> <p>Grammar</p> <p>In speech and written form, apply standard English grammar to:</p> <p>produce simple and compound imperative, exclamatory, declarative, and interrogative sentences</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will produce simple and compound imperative sentences in speech and written form according to English language conventions.</p> <p>The student will produce simple and compound exclamatory sentences in speech and written form according to English language conventions.</p> <p>The student will produce simple and compound declarative sentences in speech and written form according to English language conventions.</p> <p>The student will produce simple and compound interrogative sentences in speech and written form according to English language conventions.</p> | | <u>Item Format</u> Selected Response Constructed Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| <p>Imperative: e.g., Please shut the door.</p> <p>Exclamatory: e.g., The house is on fire!</p> | | |

Grade 3 English Language Arts

| Language | | 3.L.1.A.g |
|--|--|---|
| 1 A MLS g | Communicate using conventions of English language. Grammar In speech and written form, apply standard English grammar to: use 1st-, 2nd-, and 3rd-person pronouns and their antecedents | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| <p>The student will use first-person pronouns and their antecedents in speech and written form according to English language conventions.</p> <p>The student will use second-person pronouns and their antecedents in speech and written form according to English language conventions.</p> <p>The student will use third-person pronouns and their antecedents in speech and written form according to English language conventions.</p> | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Pronoun/Antecedent: e.g., The student brought his book to class. I brought my book to class. | | |

Grade 3 English Language Arts

| Language | | 3.L.1.B.a |
|--|---|---|
| 1 B MLS a | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: write legibly (print, cursive) | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will write legibly (print, cursive).</p> | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <p style="text-align: center;"><u>Sample Stems</u></p> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.b |
|--|--|---|
| 1 B MLS b | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: use an apostrophe to form possessives | |
| <u>Expectation Unwrapped</u> The student will use apostrophes to form possessives in written text according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.c |
|---|--|--|
| 1 | Communicate using conventions of English language. | |
| B | Punctuation, Capitalization, Spelling | |
| MLS | In written text: | |
| C | demonstrate and use commas and quotation marks in dialogue | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| The student will demonstrate and use commas in dialogue in written text according to English language conventions. | | 1 |
| The student will demonstrate and use quotation marks in dialogue in written text according to English language conventions. | | <u>Item Format</u> |
| | | Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | |

Grade 3 English Language Arts

| Language | | 3.L.1.B.d |
|--|--|---|
| 1 B MLS d | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: capitalize dialogue correctly | |
| <u>Expectation Unwrapped</u> The student will capitalize dialogue correctly in written text according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.e |
|--|---|---|
| 1 B MLS e | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: use commas for greeting and closing of a friendly letter | |
| <u>Expectation Unwrapped</u> The student will use commas for greetings of friendly letters according to English language conventions. The student will use commas for closings of friendly letters according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.f |
|---|---|---|
| 1 B MLS f | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: capitalize names of places | |
| <u>Expectation Unwrapped</u> The student will capitalize names of places in written text according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Names of places: e.g., states, cities, countries | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.g |
|--|---|---|
| 1 B MLS g | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: capitalize titles of books, stories, and songs | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 1 |
| The student will capitalize titles of books in written text according to English language conventions. The student will capitalize titles of stories in written text according to English language conventions. The student will capitalize titles of songs in written text according to English language conventions. | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| | | <u>Sample Stems</u> |
| <u>Content Limits/Assessment Boundaries</u> | | |

Grade 3 English Language Arts

| Language | | 3.L.1.B.h |
|--|--|---|
| 1 B MLS h | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: use spelling patterns and generalizations to spell compound words | |
| <u>Expectation Unwrapped</u> The student will use (apply) spelling patterns and generalizations to spell compound words in written text according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.i |
|--|--|---|
| 1 B MLS i | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: spell words that double the consonant | |
| <u>Expectation Unwrapped</u> The student will spell words that double the consonant in written text according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.j |
|--|--|---|
| 1 B MLS j | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: spell plural words that change <i>y</i> to <i>ies</i> | |
| <u>Expectation Unwrapped</u> The student will spell plural words that change -y to -ies in written text according to English language conventions. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.k |
|--|---|--|
| 1 B MLS k | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: consult reference materials to check and correct spellings | |
| <u>Expectation Unwrapped</u> The student will consult reference materials to check and correct spelling in written text. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Language | | 3.L.1.B.I |
|--|--|---|
| 1 B MLS I | Communicate using conventions of English language. Punctuation, Capitalization, Spelling In written text: arrange words in alphabetical order to the third letter | |
| <u>Expectation Unwrapped</u> The student will arrange words in alphabetical order to the third letter. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Selected Response Technology Enhanced |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.1.A.a |
|--|--|--|
| 1 A MLS a | Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: following classroom listening rules | |
| <u>Expectation Unwrapped</u> The student will follow classroom listening rules in formal and informal settings. | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed Listening rule: e.g., respect other speakers by not interrupting | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.1.A.b |
|---|--|---|
| 1 A MLS b | <p>Listen for a purpose.</p> <p>Purpose</p> <p>Develop and apply effective listening skills and strategies in formal and informal settings by: asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> 3 |
| <p>The student will ask questions, in formal and informal settings, to check understanding of the information presented.</p> <p>The student will ask questions, in formal and informal settings, that stay on topic.</p> <p>The student will ask questions, in formal and informal settings, that link comments to the remarks of others.</p> | | <u>Item Format</u> Selected Response Technology Enhanced Performance Event |
| | | <u>Text Types</u> Audio clip: may include, nonfiction, fables, poetry |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| | | <p>Which question could listeners ask to help them understand about ___?</p> <p>After listening to the audio clip, what is the best question to start the discussion about ___?</p> <p>During classroom discussion, a question was asked that got the class off topic. Which question would it be?</p> <p>What would be the best question to ask to further the conversation about ___?</p> <p>Carrie said ___ about ___. Which question would be the best question to connect to Carrie’s statement?</p> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.1.A.c |
|---|---|--|
| 1 A MLS C | Listen for a purpose. Purpose Develop and apply effective listening skills and strategies in formal and informal settings by: following three-step instructions, according to classroom expectations | |
| <u>Expectation Unwrapped</u> The student will follow three-step instructions, according to classroom expectations, in formal and informal settings. | | <p style="text-align: center;"><u>DOK Ceiling</u> 2</p> <hr/> <p style="text-align: center;"><u>Item Format</u> Selected Response Technology Enhanced Performance Event</p> <hr/> <p style="text-align: center;"><u>Text Types</u></p> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.2.A.a |
|---|---|--|
| 2 A MLS a | Listen for entertainment. Entertainment Develop and apply effective listening skills and strategies in formal and informal settings by: demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will demonstrate active listening for entertainment through body language, according to classroom expectations, in formal and informal settings.</p> <p>The student will demonstrate active listening for entertainment through eye contact with the speaker, according to classroom expectations, in formal and informal settings.</p> | | <u>DOK Ceiling</u> 1 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.3.A.a |
|---|--|----------------------------|
| 3 A MLS a | <p>Speak effectively in collaborative discussions.</p> <p>Collaborative Discussions</p> <p>Speak clearly and to the point, using conventions of language when presenting individually or with a group by: coming to discussions prepared, having read or studied required material; explicitly drawing on that preparation and other information known about the topic to explore ideas under discussion</p> | |
| <u>Expectation Unwrapped</u> | | <u>DOK Ceiling</u> |
| <p>The student will come to discussion prepared, having read or studied required material, in order to speak clearly and to the point, using conventions of language when presenting individually or with a group.</p> <p>The student will explicitly draw on preparation and other information known (background knowledge) about a topic to explore ideas under discussion while speaking clearly and to the point, using conventions of language when presenting individually or with a group.</p> | | 2 |
| | | <u>Item Format</u> |
| | | Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.3.A.b |
|--|--|--|
| 3 A MLS b | Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: responding appropriately to discussion in a variety of settings, according to classroom expectations | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will respond appropriately to discussion in a variety of settings, according to classroom expectations, by speaking clearly and to the point, using conventions of language.</p> | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.3.A.c |
|---|---|--|
| 3 A MLS C | Speak effectively in collaborative discussions. Collaborative Discussions Speak clearly and to the point, using conventions of language when presenting individually or with a group by: expressing opinions of read-alouds and independent reading topics | |
| <u>Expectation Unwrapped</u> The student will express opinions of read-alouds and independent reading topics by speaking clearly and to the point, using conventions of language, in collaborative discussions. | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.4.A.a |
|--|---|--|
| 4 A MLS a | Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using presentation skills and/or appropriate technology | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use presentation skills and/or appropriate technology individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.</p> | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed Presentation skills: e.g., eye contact, volume, speaking with expression and fluency</p> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.4.A.b |
|---|--|--|
| 4 A MLS b | Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: presenting information with clear ideas and details while speaking clearly at an understandable pace | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will present information with clear ideas and details individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.</p> <p>The student will speak clearly at an understandable pace by speaking audibly and to the point and using conventions of language.</p> | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <u>Content Limits/Assessment Boundaries</u> | | <u>Sample Stems</u> |
| Locally assessed | | |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.4.A.c |
|---|--|--|
| 4 A MLS C | Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: giving an informal presentation using a variety of media | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will give an informal presentation, using a variety of media, individually or with a group by speaking clearly, audibly, and to the point, using conventions of language.</p> | | <u>DOK Ceiling</u> 3 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> Locally assessed | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.4.A.d |
|--|---|--|
| 4 A MLS d | Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: choosing words and phrases for effect (adjectives, action verbs, figurative language) | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will choose words and phrases for effect (adjectives, action verbs, figurative language) that speak to the point when presenting individually or with a group.</p> | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <u>Sample Stems</u> |

Grade 3 English Language Arts

| Speaking/Listening | | 3.SL.4.A.e |
|--|---|---|
| 4 A MLS e | Speak effectively when presenting. Presenting Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: using academic language and conventions | |
| <p style="text-align: center;"><u>Expectation Unwrapped</u></p> <p>The student will use (apply) academic language and conventions that speak to the point when presenting individually or with a group.</p> | | <u>DOK Ceiling</u> 2 |
| | | <u>Item Format</u> Performance Event |
| | | <u>Text Types</u> |
| <p style="text-align: center;"><u>Content Limits/Assessment Boundaries</u></p> <p>Locally assessed</p> | | <p style="text-align: center;"><u>Sample Stems</u></p> |