

Missouri ELA Standards Grade 3

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Points
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.A.a	Develop and demonstrate reading skills in response to text by: a. explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story	yes	Any	SR, TE	1, 2, 3	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.A.b	Develop and demonstrate reading skills in response to text by: b. draw conclusions and support with textual evidence	yes	Any	SR, TE	2, 3	0 – 4	0 – 8
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.A.c	Develop and demonstrate reading skills in response to text by: c. summarizing a story’s beginning, middle, and determining their central message, lesson or moral	yes	Any	SR, TE	2, 3	0 – 4	0 – 8
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.A.d	Develop and demonstrate reading skills in response to text by: d. monitoring comprehension and making corrections and adjustments when understanding breaks down	no					
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.a	Develop an understanding of vocabulary by: a. decoding and identifying the meaning of common prefixes and suffixes and knowing how they change the meaning of root words	yes	Any	SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.b	Develop an understanding of vocabulary by: b. using sentence level context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.c	Develop an understanding of vocabulary by: c. using homographs, and homophones	no					
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.d	Develop an understanding of vocabulary by: d. distinguishing the literal and non-literal meanings of words and phrases in context	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.e	Develop an understanding of vocabulary by: e. determining the meaning of the new word formed when a known affix is added to a known base word	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.f	Develop an understanding of vocabulary by: f. using a dictionary or a glossary to determine the meanings, syllabifications, and pronunciation of unknown words	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.g	Develop an understanding of vocabulary by: g. discussing analogies	no					
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.h	Develop an understanding of vocabulary by: h. determining the meaning of the author’s use of similes and metaphors to produce imagery	yes	Any	SR, TE	2, 3	0 – 3	0 – 6

Missouri ELA Standards Grade 3

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ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.B.i	Develop an understanding of vocabulary by: i. using conversational, general academic, and domain-specific words and phrases	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.C.a	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.C.b	Explain relevant connections between: b. text to world (text ideas regarding experiences in the world)	no					
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.D.a	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate	no					
ELA	3	Reading	Reading	Develop and apply skills to the reading process.	3.R.1.D.b	Read independently for multiple purposes over sustained periods of time by: b. producing evidence of reading	no					
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.a	Read, infer, analyze, and draw conclusions to: a. summarize and sequence the events/plot and explain how past events impact future events	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.b	Read, infer, analyze, and draw conclusions to: b. describe the personality traits of characters from the thoughts, words, and actions	yes	Literary (Fiction)	SR, TE	2, 3	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.c	Read, infer, analyze, and draw conclusions to: c. describe the interaction of characters, including relationships and how they change	yes	Literary (Fiction)	SR, TE	2, 3	0 – 3	0 – 6
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.d	Read, infer, analyze, and draw conclusions to: d. paraphrase the big idea/themes and supporting details of texts	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.e	Read, infer, analyze, and draw conclusions to: e. compare and contrast key elements in various types of fiction	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.f	Read, infer, analyze, and draw conclusions to: f. explain cause and effect relationships	yes	Literary (Fiction)	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.A.g	Read, infer, analyze, and draw conclusions to: g. distinguish their own point of view from that of the narrator or those of the characters	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.B.a	Read, infer and draw conclusions to: a. use examples of alliteration	no					

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ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.B.b	Read, infer and draw conclusions to: b. identify basic forms of poetry	yes	Literary (Poetry)	SR, TE	1, 2	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.C.a	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	yes	Literary (Drama)	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	3.R.2.C.b	Read, infer and draw conclusions to: b. identify language that creates a graphic visual experience and appeals to the senses	yes	Literary (Drama)	SR, TE	2	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.A.a	Read, infer and draw conclusions to: a. explain the author’s purpose	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.A.b	Read, infer and draw conclusions to: b. identify the details or facts that support the main idea	yes	Informational	SR, TE	2	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.A.c	Read, infer and draw conclusions to: c. use text and graphic features to locate information and to make and verify predictions	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.A.d	Read, infer and draw conclusions to: d. follow and explain a set of written multi-step directions	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.A.e	Read, infer and draw conclusions to: e. describe the relationship between events, ideas, concepts or steps	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.B.a	Read, infer and draw conclusions to: a. distinguish the difference between a biography and an autobiography	yes	Informational	SR, TE	1, 2	0 – 2	0 – 4

Missouri ELA Standards Grade 3

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ELA	3	Reading	Reading	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.	3.R.3.B.b	Read, infer and draw conclusions to: b. distinguish fact from opinion	yes	Informational	SR, TE	1, 2	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.B.c	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	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.B.d	Read, infer and draw conclusions to: d. explain examples of sound devices, literal and nonliteral meanings, and figurative language	yes	Informational	SR, TE	1, 2, 3	0 – 3	0 – 6
ELA	3	Reading	Reading	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.	3.R.3.C.a	Read, infer and draw conclusions to: a. describe relationships among events, ideas, concepts, and cause and effect in texts	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.C.b	Read, infer and draw conclusions to: b. explain the relationship between problems and solutions	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.C.c	Read, infer and draw conclusions to: c. use information gained from illustrations and words to demonstrate understanding of the text	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.C.d	Read, infer and draw conclusions to: d. explain the author’s purpose	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	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.	3.R.3.C.e	Read, infer and draw conclusions to: e. compare and contrast the most important points and key details presented in texts on the same topic	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4

Missouri ELA Standards Grade 3

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ELA	3	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	3.R.4.A.a	Read to develop an understanding of media and its components by: a. understanding how communication changes when moving from one genre of media to another	yes	Any	SR, TE	2	0 – 2	0 – 4
ELA	3	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	3.R.4.A.b	Read to develop an understanding of media and its components by: b. explaining how various design techniques used in media influence the message	yes	Any	SR, TE	2, 3	0 – 2	0 – 4
ELA	3	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	3.R.4.A.c	Read to develop an understanding of media and its components by: c. comparing various written conventions used for digital media	yes	Any	SR, TE	2	0 – 2	0 – 4
ELA	3	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	3.R.4.A.d	Read to develop an understanding of media and its components by: d. identifying text structures and graphics features of a web page	yes	Any	SR, TE	1, 2	0 – 2	0 – 4
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.3.A.a	Develop phonics in the reading process by: a. decoding multisyllabic words in context, and independent of context, by applying common spelling patterns	no					
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.3.A.b	Develop phonics in the reading process by: b. decoding words that double final consonants when adding an ending	no					
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.3.A.c	Develop phonics in the reading process by: c. using the meaning of common prefixes and suffixes	no					
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.3.A.d	Develop phonics in the reading process by: d. using the meaning of homophones	no					
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.3.A.e	Develop phonics in the reading process by: e. decoding known and unknown words by spelling patterns	no					
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.3.A.f	Develop phonics in the reading process by: f. reading irregularly spelled high frequency words	no					
ELA	3	Reading	Reading Foundations	Understand how English is written and read.	3.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	no					
ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.A.a	Follow a writing process to plan a first draft by: a. using a simple pre-writing strategy when given the purpose and the intended audience	no					

Missouri ELA Standards Grade 3

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ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple paragraph text using a variety of sentence types, including imperative and exclamatory Note: Refer to Grade 3, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.B.b	Appropriate to genre type, develop a draft from prewriting by: b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) Note: Refer to Grade 3, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.B.c	Appropriate to genre type, develop a draft from prewriting by: c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end Note: Refer to Grade 3, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.B.d	Appropriate to genre type, develop a draft from prewriting by: d. addressing an appropriate audience Note: Refer to Grade 3, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6

Missouri ELA Standards Grade 3

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ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.C.a	Reread, revise and edit drafts with assistance from adults/peers, to: a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.C.b	Reread, revise and edit drafts with assistance from adults/peers, to: b. edit for language conventions	yes		WP	3	0 – 1	0 – 2
ELA	3	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	3.W.1.D.a	With assistance from adults/peers: a. 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 Note: Refer to Grade 3, W2A-C genre specific standards.	no					
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.a	Write opinion texts that: a. introduce a topic or text being studied, using connected sentences	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.b	Write opinion texts that: b. state an opinion or establish a position and provide reasons for the opinion/position	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.c	Write opinion texts that: c. use specific and accurate words that are related to the topic, audience, and purpose	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.d	Write opinion texts that: d. contain information using student’s original language, except when using direct quotation from a source	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.e	Write opinion texts that: e. reference the name of the author(s) or name of the source used for details or facts included in the text	yes		WP	3		

Missouri ELA Standards Grade 3

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ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.f	Write opinion texts that: f. use transitions to connect opinion and reason	yes		WP	3	0 – 1	0 – 8
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.A.g	Write opinion texts that: g. provide clear evidence of a beginning, middle and a concluding statement or paragraph	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.B.a	Write informative/ explanatory texts that: a. introduce a topic or text being studied	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.B.b	Write informative/ explanatory texts that: b. develop the topic with simple facts, definitions, details, and explanations	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.B.c	Write informative/ explanatory texts that: c. use specific, and relevant, words that are related to the topic, audience and purpose	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.B.d	Write informative/ explanatory texts that: d. uses the student’s original language, except when quoting from a source	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.B.e	Write informative/ explanatory texts that: e. use transition words to connect ideas within categories of information	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.B.f	Write informative/ explanatory texts that: f. create a concluding statement or paragraph	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.C.a	Write fiction or non-fiction narratives and poems that: a. establish a setting, situation/topic and introduce a narrator and/or characters	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.C.b	Write fiction or non-fiction narratives and poems that: b. use narrative techniques, such as dialogue and descriptions	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.C.c	Write fiction or non-fiction narratives and poems that: c. establish an organize an event sequence to establish a beginning/middle/end	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.C.d	Write fiction or non-fiction narratives and poems that: d. use transition words and phrases to signal event order	yes		WP	3		
ELA	3	Writing	Writing	Compose well-developed writing texts for audience and purpose.	3.W.2.C.e	Write fiction or non-fiction narratives and poems that: e. use specific and relevant words that are related to the topic, audience, and purpose	yes		WP	3		
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.a	Apply research process to: a. generate a list of subject appropriate topics	no					
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.b	Apply research process to: b. create an individual question about a topic	no					

Missouri ELA Standards Grade 3

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ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.c	Apply research process to: c. decide what sources of information might be relevant to answer these questions	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.d	Apply research process to: d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.e	Apply research process to: e. determine the accuracy and relevance of the information related to a selected question	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.f	Apply research process to: f. take simple notes in own words and sort evidence into provided categories or organizer	yes		SR, TE	2	0 – 3	0 – 6
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.g	Apply research process to: g. use quotation marks to denote direct quotations when recording specific words and sentences from a source	yes		SR, TE	1	0 – 2	0 – 4
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.h	Apply research process to: h. create a resource page from notes	no					
ELA	3	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	3.W.3.A.i	Apply research process to: i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria	no					
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.a	In speech and written form, apply standard English grammar to: a. use regular and irregular verbs and simple verb tenses	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.b	In speech and written form, apply standard English grammar to: b. use helping verbs with irregular verbs	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.c	In speech and written form, apply standard English grammar to: c. use complete subject and complete predicate in a sentence	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.d	In speech and written form, apply standard English grammar to: d. use comparative and superlative, demonstrative adjectives and adverbs	yes		SR, TE	1, 2	0 – 3	0 – 6

Missouri ELA Standards Grade 3

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ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.e	In speech and written form, apply standard English grammar to: e. use subject/verb agreement in sentences	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.f	In speech and written form, apply standard English grammar to: f. produce simple and compound imperative, exclamatory, declarative, and interrogative sentences	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.A.g	In speech and written form, apply standard English grammar to: g. use 1st, 2nd, and 3rd person pronouns and their antecedents	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.a	In written text: a. write legibly (print, cursive)	no					
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.b	In written text: b. use an apostrophe to form possessives	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.c	In written text: c. demonstrate and use commas and quotation marks in dialogue	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.d	In written text: d. capitalize dialogue correctly	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.e	In written text: e. use commas for greeting and closing of a friendly letter	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.f	In written text: f. capitalize names of places	yes		SR, TE	1	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.g	In written text: g. capitalize titles of books, stories, and songs	yes		SR, TE	1	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.h	In written text: h. use spelling patterns and generalizations to spell compound words	yes		SR, TE	1	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.i	In written text: i. spell words that double the consonant	yes		SR, TE	1	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.j	In written text: j. spell plural words that change 'y' to 'ies'	yes		SR, TE	1	0 – 3	0 – 6
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.k	In written text: k. consult reference materials to check and correct spellings	no					
ELA	3	Writing	Language	Communicate using conventions of English language.	3.L.1.B.l	In written text: l. arrange words in alphabetical order, to the third letter	yes		SR, TE	1	0 – 2	0 – 4

Missouri ELA Standards Grade 3

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Points
ELA	3	Speaking/Listening	Speaking/Listening	Listen for a purpose.	3.SL.1.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following classroom listening rules	no					
ELA	3	Speaking/Listening	Speaking/Listening	Listen for a purpose.	3.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings by: b. asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others	yes		SR, TE	1, 2, 3	6 – 8	10
ELA	3	Speaking/Listening	Speaking/Listening	Listen for a purpose.	3.SL.1.A.c	Develop and apply effective listening skills and strategies in formal and informal settings by: c. following three-step instructions, according to classroom expectations	no					
ELA	3	Speaking/Listening	Speaking/Listening	Listen for entertainment	3.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. demonstrating active listening through body language and eye contact with the speaker, according to classroom expectations	no					
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	3.SL.3.A.a	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. 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	no					
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	3.SL.3.A.b	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: b. responding appropriately to discussion in a variety of settings, according to classroom expectations	no					
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	3.SL.3.A.c	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: c. expressing opinions of read-alouds and independent reading topics	no					
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	3.SL.4.A.a	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: a. using presentation skills and/or appropriate technology	yes		other	2		

Missouri ELA Standards Grade 3

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Points
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	3.SL.4.A.b	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: b. presenting information with clear ideas and details speaking clearly at an understandable pace	yes		other	2	0 – 2	0 – 8
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	3.SL.4.A.c	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: c. giving an informal presentation, using a variety of media	yes		other	2		
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	3.SL.4.A.d	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: d. choosing words and phrases for effect (adjectives, action verbs, figurative language)	yes		other	2		
ELA	3	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	3.SL.4.A.e	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: e. using academic language and conventions	yes		other	2		

Item Type	
SR	Multiple-choice, Multi-Select (similar to a MC item but with multiple correct responses), Evidence-Based Selected Response/EBSR (two-part item that combines MC or MS items)
TE	Text Highlight (selecting specific text), Drag and Drop (moving text into a drop zone or reordering text), Drop-Down Menu (responding by selecting an option provided in a drop-down menu), Matching Input (clicking on options to match them with a line), Select Answers/Hot Spot (selecting areas in text or in a graphic, such as to place checkmarks in a matching table or to add commas in a paragraph), Text Input (auto-scored text entry, typically used for spelling words)
WP	Writing Prompt (A special type of performance event that is an open-ended item that requires students to demonstrate their writing proficiency.)

Passage Type
Literary (fiction, poetry, and dramas)
Informational (Nonfiction including narrative, information/explanatory, opinion, persuasive, and argumentative)

Reporting Categories	Percentage of Test	Total Items	Total Points
Reading	42%	18	22
Research	12%	5	6
Writing	27%	12	14
Speaking/Listening	19%	8	10

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.A.a	Develop and demonstrate reading skills in response to text by: a. drawing conclusions, inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text	yes	Any	SR, TE	2, 3	0 – 4	0 – 8
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.A.b	Develop and demonstrate reading skills in response to text by: b. drawing conclusions by providing textual evidence of what the text says explicitly	yes	Any	SR, TE	2	0 – 4	0 – 8
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.A.c	Develop and demonstrate reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down	no					
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.B.a	Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.B.b	Develop an understanding of vocabulary by: b. using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.B.c	Develop an understanding of vocabulary by: c. completing analogies	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.B.d	Develop an understanding of vocabulary by: d. identifying the meaning of common idioms and figurative language	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.B.e	Develop an understanding of vocabulary by: e. using a dictionary or glossary to determine the meanings, syllabication, and pronunciation or unknown words	yes	Any	SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.B.f	Develop an understanding of vocabulary by: f. using conversational, general academic, and domain-specific words and phrases	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.C.a	Explain relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.C.b	Explain relevant connections between: b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	no					

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.D.a	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate	no					
ELA	4	Reading	Reading	Develop and apply skills to the reading process.	4.R.1.D.b	Read independently for multiple purposes over sustained periods of time by: b. producing evidence of reading	no					
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.A.a	Read, infer, analyze, and draw conclusions to: a. summarize and sequence the events/plot, and explain how past events impact future events, and identify the theme	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.A.b	Read, infer, analyze, and draw conclusions to: b. describe the personality traits of characters from the thoughts, words, and actions	yes	Literary (Fiction)	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.A.c	Read, infer, analyze, and draw conclusions to: c. describe the interaction of characters, including relationships and how they change	yes	Literary (Fiction)	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.A.d	Read, infer, analyze, and draw conclusions to: d. compare and contrast the adventures or exploits of characters and their roles	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.A.e	Read, infer, analyze, and draw conclusions to: e. compare and contrast the point of view from which stories are narrated, explain whether the narrator or speaker of a story is first or third person	yes	Literary (Fiction)	SR, TE	2	0 – 2	0 – 4
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.B.a	Read, infer and draw conclusions to: a. explain structural elements of poetry	yes	Literary (Poetry)	SR, TE	1, 2	0 – 2	0 – 4
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.C.a	Read, infer and draw conclusions to: a. analyze how characters change from the beginning to the end of a play or film	yes	Literary (Drama)	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	4.R.2.C.b	Read, infer and draw conclusions to: b. explain structural elements of dramatic literature	yes	Literary (Drama)	SR, TE	1, 2	0 – 2	0 – 4
ELA	4	Reading	Reading	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.	4.R.3.A.a	Read, infer and draw conclusions to: a. use multiple text features to locate information and gain an overview of the contents of text	yes	Informational	SR, TE	1, 2	0 – 2	0 – 4

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Reading	Reading	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.	4.R.3.A.b	Read, infer and draw conclusions to: b. describe the sequence of events, ideas, concepts, or steps needed to carry out a procedure	yes	Informational	SR, TE	1, 2	0 – 2	0 – 4
ELA	4	Reading	Reading	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.	4.R.3.A.c	Read, infer and draw conclusions to: c. interpret and explain factual information presented graphically	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	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.	4.R.3.B.a	Read, infer and draw conclusions to: a. explain similarities and differences between the events and characters' experiences in a fictional work and the actual events and experiences described in an author's biography or autobiography	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	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.	4.R.3.B.b	Read, infer and draw conclusions to: b. analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	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.	4.R.3.B.c	Read, infer and draw conclusions to: c. explain how an author uses language to present information to influence what the reader thinks or does	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	4	Reading	Reading	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.	4.R.3.C.a	Read, infer and draw conclusions to: a. distinguish fact from opinion in a text and explain how to verify what is a fact	yes	Informational	SR, TE	1, 2	0 – 2	0 – 4
ELA	4	Reading	Reading	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.	4.R.3.C.b	Read, infer and draw conclusions to: b. explain explicit and implicit relationships among ideas in texts	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	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.	4.R.3.C.c	Read, infer and draw conclusions to: c. explain author's purpose	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Reading	Reading	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.	4.R.3.C.d	Read, infer and draw conclusions to: d. compare and contrast a firsthand and secondhand account of the same event or topic	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	4.R.4.A.a	Read to develop an understanding of media and its components by: a. explaining the positive and negative impacts of advertisement techniques used in various genres of media to impact consumer behavior	yes	Any	SR, TE	2, 3	0 – 2	0 – 4
ELA	4	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	4.R.4.A.b	Read to develop an understanding of media and its components by: b. explaining how various design techniques used in media influence the message	yes	Any	SR, TE	2	0 – 2	0 – 4
ELA	4	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	4.R.4.A.c	Read to develop an understanding of media and its components by: c. comparing various written conventions used for digital media	yes	Any	SR, TE	2	0 – 2	0 – 4
ELA	4	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	4.R.4.A.d	Read to develop an understanding of media and its components by: d. explaining text structures and graphics features of a web page and how they help readers to comprehend text	yes	Any	SR, TE	2	0 – 2	0 – 4
ELA	4	Reading	Reading Foundations	Understand how English is written and read.	4.RF.3.A.a	Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context	no					
ELA	4	Reading	Reading Foundations	Understand how English is written and read.	4.RF.3.A.b	Develop phonics in the reading process by: b. reading root words, prefixes, and suffixes and important words from specific content curricula	no					
ELA	4	Reading	Reading Foundations	Understand how English is written and read.	4.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	no					
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.A.a	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience	yes		SR, TE	2	0 – 2	0 – 4

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.A.b	Follow a writing process to plan a first draft by: b. formulating questions related to the topic	no					
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.A.c	Follow a writing process to plan a first draft by: c. accessing prior knowledge or building background knowledge related to the topic	no					
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.A.d	Follow a writing process to plan a first draft by: d. using a pre-writing strategy	no					
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: a. generating a main idea to support a multiple paragraph text, using a variety of sentence types, including compound Note: Refer to Grade 4, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.B.b	Appropriate to genre type, develop a draft from prewriting by: b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph Note: Refer to Grade 4, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.B.c	Appropriate to genre type, develop a draft from prewriting by: c. categorizing, organizing, and sequencing facts, details, and/or events into a text (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs Note: Refer to Grade 4, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.B.d	Appropriate to genre type, develop a draft from prewriting by: d. addressing an appropriate audience Note: Refer to Grade 4, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.C.a	Reread, revise and edit drafts with assistance to: a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • beginning/middle/end • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.C.b	Reread, revise and edit drafts with assistance to: b. edit for language conventions	yes		WP	3	0 – 1	0 – 2
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.D.a	With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing Note: Refer to Grade 4, W2A-C genre specific standards.	no					
ELA	4	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	4.W.1.D.b	With assistance from adults/peers: b. demonstrate sufficient command of keyboarding skills to type a minimum of one page, ideally in a single sitting Note: Refer to Grade 4, W2A-C genre specific standards.	no					
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.a	Write opinion texts that: a. introduce a topic or text being studied using an introductory paragraph	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.b	Write opinion texts that: b. state an opinion or establish a position and provide reasons for the opinion/position, supported by facts and details	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.c	Write opinion texts that: c. use specific and accurate words that are related to the topic, audience and purpose	yes		WP	3		

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.d	Write opinion texts that: d. contain information using student’s original language, except when using direct quotation from a source	yes		WP	3	0 – 1	0 – 8
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.e	Write opinion texts that: e. reference the name of the author(s) or name of the source used for details or facts included in the text	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.f	Write opinion texts that: f. use transitions to connect opinion and reason	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.A.g	Write opinion texts that: g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.a	Write informative/ explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.b	Write informative/ explanatory texts that: b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.c	Write informative/ explanatory texts that: c. use specific, relevant and accurate words that are suited to the topic, audience, and purpose	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.d	Write informative/ explanatory texts that: d. contain information using student’s original language, except when using direct quotations from a source	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.e	Write informative/ explanatory texts that: e. use transitions to connect categories of information	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.f	Write informative/ explanatory texts that: f. use text structures when useful	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.B.g	Write informative/ explanatory texts that: g. create a concluding paragraph related to the information	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.C.a	Write fiction or non-fiction narratives and poems that: a. establish a setting, situation/topic and introduce a narrator and/or characters	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.C.b	Write fiction or non-fiction narratives and poems that: b. use narrative techniques, such as dialogue, motivation and descriptions	yes		WP	3		

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.C.c	Write fiction or non-fiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.C.d	Write fiction or non-fiction narratives and poems that: d. use a variety of transitions to manage the sequence of events	yes		WP	3		
ELA	4	Writing	Writing	Compose well-developed writing texts for audience and purpose.	4.W.2.C.e	Write fiction or non-fiction narratives and poems that: e. use specific, relevant and accurate words that are suited to the topic, audience, and purpose	yes		WP	3		
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.a	Apply research process to: a. generate a list of subject appropriate topics	no					
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.b	Apply research process to: b. create a research question to address relevant to a chosen topic	no					
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.c	Apply research process to: c. identify a variety of relevant sources, literary and informational	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.d	Apply research process to: d. use organizational features of print and digital sources efficiently to locate information	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.e	Apply research process to: e. convert graphic/visual data into written notes	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.f	Apply research process to: f. determine the accuracy of the information gathered	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.g	Apply research process to: g. differentiate between paraphrasing and plagiarism when using ideas of others	yes		SR, TE	2	0 – 2	0 – 4
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.h	Apply research process to: h. record bibliographic information from sources according to a standard format	no					
ELA	4	Research	Writing	Gather, analyze, evaluate and use information form a variety of sources.	4.W.3.A.i	Apply research process to: i. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using previously established teacher/student criteria	no					
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.a	In speech and written form, apply standard English grammar to: a. use the “be” helping verbs with “ing” verbs	yes		SR, TE	1, 2	0 – 3	0 – 6

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.b	In speech and written form, apply standard English grammar to: b. use and order adjectives within sentences to conventional patterns	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.c	In speech and written form, apply standard English grammar to: c. use progressive verbs to show past, present, and future	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.d	In speech and written form, apply standard English grammar to: d. use adverbs in writing	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.e	In speech and written form, apply standard English grammar to: e. use subject/verb agreement with 1st, 2nd, and 3rd person pronouns	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.f	In speech and written form, apply standard English grammar to: f. use prepositions correctly in a sentence	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.g	In speech and written form, apply standard English grammar to: g. recognize the difference between and use coordinating conjunctions and subordinating conjunctions	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.h	In speech and written form, apply standard English grammar to: h. produce and expand the complete simple and compound four types of sentences	yes		SR, TE	2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.A.i	In speech and written form, apply standard English grammar to: i. correct sentence fragments and run-on sentences in writing	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.a	In written text: a. write legibly	no					
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.b	In written text: b. punctuate a dialogue between two or more characters	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.c	In written text: c. insert a comma before a coordinating conjunction in a compound sentence	yes		SR, TE	1, 2	0 – 3	0 – 6

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.d	In written text: d. capitalize proper adjectives	yes		SR, TE	1	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.e	In written text: e. use correct capitalization	yes		SR, TE	1	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.f	In written text: f. spell words with suffixes by dropping or leaving the final ‘e’	yes		SR, TE	1	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.g	In written text: g. spell words ending in the long ‘e’ sound	yes		SR, TE	1	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.h	In written text: h. alphabetize reference sources	yes		SR, TE	1	0 – 3	0 – 6
ELA	4	Writing	Language	Communicate using conventions of English language.	4.L.1.B.i	In written text: i. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell accurately unfamiliar multi-syllabic words in context	no					
ELA	4	Speaking/Listening	Speaking/Listening	Listen for a purpose.	4.SL.1.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following, generating, and justifying classroom listening rules	no					
ELA	4	Speaking/Listening	Speaking/Listening	Listen for a purpose.	4.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings by: b. posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others	yes		SR, TE	1, 2, 3	6 – 8	10
ELA	4	Speaking/Listening	Speaking/Listening	Listen for a purpose.	4.SL.1.A.c	Develop and apply effective listening skills and strategies in formal and informal settings by: c. following and restating multi-step instructions that involve a short related sequence of actions, according to classroom expectations	no					
ELA	4	Speaking/Listening	Speaking/Listening	Listen for entertainment.	4.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. generating and following active listening rules, according to classroom expectations	no					
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	4.SL.3.A.a	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. contributing to discussion after listening to others’ ideas, according to classroom expectations	no					

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	4.SL.3.A.b	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: b. expressing opinions of read-alouds and independent reading and relating opinion to others	no					
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	4.SL.4.A.a	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: a. paraphrasing portions of a text read aloud or information presented in diverse media and formats	yes		other	2	0 – 2	0 – 8
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	4.SL.4.A.b	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: b. using efficient presentation skills with available resources	yes		other	2		
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	4.SL.4.A.c	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: c. incorporating descriptive and sequential details in a student designed or teacher assigned topic	yes		other	2		
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	4.SL.4.A.d	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: d. giving a formal presentation to classmates, using a variety of media	no					
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	4.SL.4.A.e	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: e. speaking with expression and fluency	yes		other	2		
ELA	4	Speaking/Listening	Speaking/Listening	Speak effectively when presenting.	4.SL.4.A.f	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: f. adjusting formal/informal language according to context and topic	yes		other	2		

Missouri ELA Standards Grade 4

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
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Item Type	
SR	Multiple-choice, Multi-Select (similar to a MC item but with multiple correct responses), Evidence-Based Selected Response/EBSR (two-part item that combines MC or MS items)
TE	Text Highlight (selecting specific text), Drag and Drop (moving text into a drop zone or reordering text), Drop-Down Menu (responding by selecting an option provided in a drop-down menu), Matching Input (clicking on options to match them with a line), Select Answers/Hot Spot (selecting areas in text or in a graphic, such as to place checkmarks in a matching table or to add commas in a paragraph), Text Input (auto-scored text entry, typically used for spelling words)
WP	Writing Prompt (A special type of performance event that is an open-ended item that requires students to demonstrate their writing proficiency.)

Passage Type
Literary (fiction, poetry, and dramas)
Informational (Nonfiction including narrative, information/explanatory, opinion, persuasive, and argumentative)

Reporting Categories	Percentage of Test	Total Items	Total Points
Reading	42%	18	22
Research	12%	5	6
Writing	27%	12	14
Speaking/Listening	19%	8	10

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.A.a	Develop and demonstrate reading skills in response to text by: a. drawing conclusions, inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text	yes	Any	SR, TE	2, 3	0 – 4	0 – 8
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.A.b	Develop and demonstrate reading skills in response to text by: b. drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text	yes	Any	SR, TE	2	0 – 4	0 – 8
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.A.c	Develop and demonstrate reading skills in response to text by: c. monitoring comprehension and making corrections and adjustments when understanding breaks down	no					
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.a	Develop an understanding of vocabulary by: a. determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.b	Develop an understanding of vocabulary by: b. using context to determine meaning of unfamiliar or multiple-meaning words	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.c	Develop an understanding of vocabulary by: c. constructing analogies	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.d	Develop an understanding of vocabulary by: d. explaining the meaning of common idioms, adages, similes, metaphors, hyperboles and other sayings in text	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.e	Develop an understanding of vocabulary by: e. identifying and using words and phrases that signal contrast, addition, and relationships	yes	Any	SR, TE	2	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.f	Develop an understanding of vocabulary by: f. using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, parts of speech, meanings, and alternate word choices	yes	Any	SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.B.g	Develop an understanding of vocabulary by: g. using conversational, general academic, and domain-specific words and phrases	yes	Any	SR, TE	2	0 – 3	0 – 6

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.C.a	Compare, contrast, and analyze relevant connections between: a. text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)	yes	Any	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.C.b	Compare, contrast, and analyze relevant connections between: b. text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)	no					
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.D.a	Read independently for multiple purposes over sustained periods of time by: a. reading text that is developmentally appropriate	no					
ELA	5	Reading	Reading	Develop and apply skills to the reading process.	5.R.1.D.b	Read independently for multiple purposes over sustained periods of time by: b. producing evidence of reading	no					
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.a	Read, infer, analyze, and draw conclusions : a. compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts	yes	Literary (Fiction)	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.b	Read, infer, analyze, and draw conclusions : b. explain the theme or moral lesson, conflict and resolution in a story or novel	yes	Literary (Fiction)	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.c	Read, infer, analyze, and draw conclusions : c. describe how a narrator’s or speaker’s point of view influences events	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.d	Read, infer, analyze, and draw conclusions : d. recognize foreshadowing	yes	Literary (Fiction)	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.e	Read, infer, analyze, and draw conclusions : e. explain the effect of a historical event or movement in literature	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.f	Read, infer, analyze, and draw conclusions : f. introduce origin myths, and culturally significant character/ events in mythology	yes	Literary (Fiction)	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.A.g	Read, infer, analyze, and draw conclusions : g. introduce different forms of third-person points of view in stories	yes	Literary (Fiction)	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.B.a	Read, infer and draw conclusions to: a. explain how poets use sound and visual elements in poetry	yes	Literary (Poetry)	SR, TE	2	0 – 2	0 – 4

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.B.b	Read, infer and draw conclusions to: b. identify forms of poems	yes	Literary (Poetry)	SR, TE	1, 2	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.C.a	Read, infer and draw conclusions to: a. analyze the similarities between an original text and its dramatic adaptation	yes	Literary (Drama)	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.C.b	Read, infer and draw conclusions to: b. identify structural elements of dramatic literature	yes	Literary (Drama)	SR, TE	1, 2	0 – 2	0 – 4
ELA	5	Reading	Reading	Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.	5.R.2.C.c	Read, infer and draw conclusions to: c. evaluate the critical impact of sensory details, imagery, and figurative language	yes	Literary (Drama)	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	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.	5.R.3.A.a	Read, infer and draw conclusions to: a. use multiple text features and graphics to locate information and gain an overview of the contents of text information	yes	Informational	SR, TE	1, 2	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.A.b	Read, infer and draw conclusions to: b. interpret details from procedural text to complete a task, solve a problem, or perform an action	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	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.	5.R.3.A.c	Read, infer and draw conclusions to: c. interpret factual or quantitative information	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	5	Reading	Reading	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.	5.R.3.B.a	Read, infer and draw conclusions to: a. evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.B.b	Read, infer and draw conclusions to: b. analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Reading	Reading	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.	5.R.3.B.c	Read, infer and draw conclusions to: c. verify facts through established methods	no					
ELA	5	Reading	Reading	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.	5.R.3.B.d	Read, infer and draw conclusions to: d. identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.B.e	Read, infer and draw conclusions to: e. recognize exaggerated, contradictory, or misleading statements	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.B.f	Read, infer and draw conclusions to: f. explain the type of evidence used to support a claim in a persuasive text	yes	Informational	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.B.g	Read, infer and draw conclusions to: g. use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.C.a	Read, infer and draw conclusions to: a. identify devices used in biographies and autobiographies, including how an author presents major events in a person’s life	yes	Informational	SR, TE	1, 2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.C.b	Read, infer and draw conclusions to: b. explain the difference between a stated and implied purpose for an expository text	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.C.c	Read, infer and draw conclusions to: c. analyze how the pattern of organization of a text influences the relationships	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Reading	Reading	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.	5.R.3.C.d	Read, infer and draw conclusions to: d. analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	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.	5.R.3.C.e	Read, infer and draw conclusions to: e. integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	yes	Informational	SR, TE	2, 3	0 – 2	0 – 4
ELA	5	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	5.R.4.A.a	Read to develop an understanding of media and its components by: a. explaining how messages conveyed in various forms of media are presented differently	yes	any	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	5.R.4.A.b	Read to develop an understanding of media and its components by: b. comparing and contrasting the difference in techniques used in media	yes	any	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	5.R.4.A.c	Read to develop an understanding of media and its components by: c. identifying the point of view of media presentations	yes	any	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	5.R.4.A.d	Read to develop an understanding of media and its components by: d. analyzing various digital media venues for levels of formality and informality	yes	any	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading	Comprehend and analyze words, images, graphics, and sounds in various media and digital forms to impact meaning.	5.R.4.A.e	Read to develop an understanding of media and its components by: e. explaining textual and graphics features of a web page and how they help readers to comprehend text	yes	any	SR, TE	2	0 – 2	0 – 4
ELA	5	Reading	Reading Foundations	Understand how English is written and read.	5.RF.3.A.a	Develop phonics in the reading process by: a. decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context	no					
ELA	5	Reading	Reading Foundations	Understand how English is written and read.	5.RF.3.A.b	Develop phonics in the reading process by: b. reading root words, prefixes, and suffixes and important words from all specific content curricula	no					

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Reading	Reading Foundations	Understand how English is written and read.	5.RF.4.A.a	Read appropriate texts with fluency (rate, accuracy, expression, appropriate phrasing) with purpose and for comprehension a. use context to confirm or self-correct word recognition and understanding, rereading as necessary	no					
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.A.a	Follow a writing process to plan a first draft by: a. selecting a genre appropriate for conveying the purpose to an intended audience	no					
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.A.b	Follow a writing process to plan a first draft by: b. formulating questions related to the topic	no					
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.A.c	Follow a writing process to plan a first draft by: c. accessing prior knowledge or building background knowledge related to the topic	no					
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.A.d	Follow a writing process to plan a first draft by: d. using a prewriting strategy	no					
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.B.a	Appropriate to genre type, develop a draft from prewriting by: a. choosing an appropriate organizational structure and building on one main idea to create a multiple paragraph text appropriate to the genre Note: Refer to Grade 5, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.B.b	Appropriate to genre type, develop a draft from prewriting by: b. establishing and supporting a main idea with an overall topic sentence at, or near, the beginning of the first paragraph Note: Refer to Grade 5, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.B.c	Appropriate to genre type, develop a draft from prewriting by: c. categorizing, organizing, and sequencing facts, details, and/or events (from sources when appropriate) into clear introductory, supporting, and concluding paragraphs applicable to the organizational structure Note: Refer to Grade 5, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.B.d	Appropriate to genre type, develop a draft from prewriting by: d. restating the overall main idea in the concluding statement Note: Refer to Grade 5, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.B.e	Appropriate to genre type, develop a draft from prewriting by: e. addressing an appropriate audience, organization, and purpose Note: Refer to Grade 5, W2A-C genre specific standards.	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.C.a	Reread, revise, and edit drafts with assistance to: a. develop and strengthen writing by revising • main idea • sequence (ideas) • focus • organizational structure • details/facts (from multiple sources, when appropriate) • word choice (related to the topic) • sentence structure • transitions • audience and purpose • voice	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.C.b	Reread, revise, and edit drafts with assistance to: b. edit for language conventions	yes		WP	3	1	2

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.D.a	With assistance from adults/peers: a. use technology, including the Internet, to produce and publish writing Note: Refer to Grade 5, W2A-C genre specific standards.	no					
ELA	5	Writing	Writing	Apply a writing process to develop a text for audience and purpose.	5.W.1.D.b	With assistance from adults/peers: b. demonstrate sufficient command of keyboarding skills to type a minimum of two pages, ideally in a single sitting Note: Refer to Grade 5, W2A-C genre specific standards.	no					
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.a	Write opinion texts that: a. introduce a topic or text being studied using an introductory paragraph that clearly supports the writer's purpose	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.b	Write opinion texts that: b. state an opinion or establish a position and provide relevant reasons for the opinion supported by multiple facts and details	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.c	Write opinion texts that: c. use specific and accurate words that are related to the topic, audience, and purpose	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.d	Write opinion texts that: d. contain information using student's original language, except when using direct quotation from a source	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.e	Write opinion texts that: e. reference the name of the author(s) or name of the source used for details or facts included in the text	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.f	Write opinion texts that: f. use transitions to connect opinion and reason	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.A.g	Write opinion texts that: g. organize the supporting details/reasons into introductory, supporting, and concluding paragraphs	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.a	Write informative/ explanatory texts that: a. introduce a topic using a topic sentence in an introductory paragraph	yes		WP	3		

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.b	Write informative/ explanatory texts that: b. develop the topic into supporting paragraphs from sources, using topic sentences with facts, details, examples, and quotations	yes		WP	3	1	8
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.c	Write informative/ explanatory texts that: c. use an organizational format that suits the topic	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.d	Write informative/ explanatory texts that: d. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.e	Write informative/ explanatory texts that: e. contain information using student’s original language, except when using direct quotations from a source	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.f	Write informative/ explanatory texts that: f. use transition words to connect ideas within and across categories of information	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.g	Write informative/ explanatory texts that: g. use text structures when useful	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.B.h	Write informative/ explanatory texts that: h. create a concluding paragraph related to the information	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.C.a	Write fiction or non-fiction narratives and poems that: a. establish a setting, situation/topic and introduce a narrator and/or characters	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.C.b	Write fiction or non-fiction narratives and poems that: b. use narrative techniques, such as dialogue, motivation, and descriptions	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.C.c	Write fiction or non-fiction narratives and poems that: c. organize an event sequence that unfolds naturally to establish a beginning/middle/ end	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.C.d	Write fiction or non-fiction narratives and poems that: d. use a variety of transitions to manage the sequence of events	yes		WP	3		
ELA	5	Writing	Writing	Compose well-developed writing texts for audience and purpose.	5.W.2.C.e	Write fiction or non-fiction narratives and poems that: e. use specific, relevant, and accurate words that are suited to the topic, audience, and purpose	yes		WP	3		
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.a	Apply research process to: a. generate a list of subject appropriate topics	no					

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.b	Apply research process to: b. formulate and refine an open-ended research question	no					
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.c	Apply research process to: c. follow guidelines for collecting and recording information	no					
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.d	Apply research process to: d. select relevant resources, literary and informational	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.e	Apply research process to: e. assess relevance, accuracy, and reliability of information in print and digital sources	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.f	Apply research process to: f. convert graphic/visual data into written notes	yes		SR, TE	2	0 – 3	0 – 6
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.g	Apply research process to: g. differentiate between paraphrasing and plagiarism when using ideas of others	yes		SR, TE	2	0 – 2	0 – 4
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.h	Apply research process to: h. present and evaluate how completely, accurately, and efficiently the research question was explored or answered using established teacher/student criteria	no					
ELA	5	Research	Writing	Gather, analyze, evaluate and use information from a variety of sources.	5.W.3.A.i	Apply research process to: i. record bibliographic information from sources according to a standard format	no					
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.A.a	In speech and written form, apply standard English grammar to: a. explain and use the 8 parts of speech: noun, pronoun, verb, adjective, adverb, preposition, conjunction, interjection	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.A.b	In speech and written form, apply standard English grammar to: b. use relative pronouns and relative adverbs	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.A.c	In speech and written form, apply standard English grammar to: c. use pronouns consistently across a text	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.A.d	In speech and written form, apply standard English grammar to: d. use and correct verb tenses	yes		SR, TE	1, 2	0 – 3	0 – 6

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.A.e	In speech and written form, apply standard English grammar to: e. produce a variety of complex sentences in writing	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.a	In written text: a. write legibly	no					
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.b	In written text: b. use a comma before a coordinating conjunction when writing compound sentences	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.c	In written text: c. use a comma to separate an introductory clause in a complex sentence	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.d	In written text: d. use a comma to set off the words yes and no	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.e	In written text: e. use italics when keyboarding titles of books, magazines, and newspapers	yes		SR, TE	1	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.f	In written text: f. use underlining when writing titles of books, magazines, and newspapers	yes		SR, TE	1	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.g	In written text: g. use quotation marks when writing titles of stories, songs, poems, articles	yes		SR, TE	1	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.h	In written text: h. use apostrophes in singular nouns to show possession	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.i	In written text: i. write apostrophes in regular plural nouns to show possession	yes		SR, TE	1, 2	0 – 3	0 – 6
ELA	5	Writing	Language	Communicate using conventions of English language.	5.L.1.B.j	In written text: j. use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots, affixes) to read and spell unfamiliar multi-syllabic words in context	no					
ELA	5	Speaking/Listening	Speaking/Listening	Listen for a purpose.	5.SL.1.A.a	Develop and apply effective listening skills and strategies in formal and informal settings by: a. following agreed upon rules for listening and fulfilling discussion rules independently	no					

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Speaking/Listening	Speaking/Listening	Listen for a purpose.	5.SL.1.A.b	Develop and apply effective listening skills and strategies in formal and informal settings by: b. posing and responding to specific questions to clarify or following up on information, and making comments that contribute to the discussion to link to the remarks of others	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	5	Speaking/Listening	Speaking/Listening	Listen for a purpose.	5.SL.1.A.c	Develop and apply effective listening skills and strategies in formal and informal settings by: c. following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations	no					
ELA	5	Speaking/Listening	Speaking/Listening	Listen for a purpose.	5.SL.1.A.d	Develop and apply effective listening skills and strategies in formal and informal settings by: d. listening for speaker’s message and summarizing main points based on evidence	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	5	Speaking/Listening	Speaking/Listening	Listen for entertainment.	5.SL.2.A.a	Develop and apply effective listening skills and strategies in formal and informal setting by: a. evaluating and modifying own active listening skills	no					
ELA	5	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	5.SL.3.A.a	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. summarizing points made by others before presenting own ideas, according to classroom expectations	no					
ELA	5	Speaking/Listening	Speaking/Listening	Speak effectively in collaborative discussions.	5.SL.3.A.b	Speak clearly and to the point, using conventions of language when presenting individually or with a group by: b. providing and evaluating evidence to support opinion	no					
ELA	5	Speaking/Listening	Speaking/Listening	Speak effectively when presenting	5.SL.4.A.a	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: a. using efficient presentation skills with available resources using a variety of media	yes		other	2		
ELA	5	Speaking/Listening	Speaking/Listening	Speak effectively when presenting	5.SL.4.A.b	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: b. planning an appropriate presentation, based on audience	no				0 – 2	0 – 8

Missouri ELA Standards Grade 5

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	5	Speaking/Listening	Speaking/Listening	Speak effectively when presenting	5.SL.4.A.c	Speak clearly, audibly and to the point, using conventions of language when presenting individually or with a group by: c. employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint	yes		other	2		

Item Type	
SR	Multiple-choice, Multi-Select (similar to a MC item but with multiple correct responses), Evidence-Based Selected Response/EBSR (two-part item that combines MC or MS items)
TE	Text Highlight (selecting specific text), Drag and Drop (moving text into a drop zone or reordering text), Drop-Down Menu (responding by selecting an option provided in a drop-down menu), Matching Input (clicking on options to match them with a line), Select Answers/Hot Spot (selecting areas in text or in a graphic, such as to place checkmarks in a matching table or to add commas in a paragraph), Text Input (auto-scored text entry, typically used for spelling words)
WP	Writing Prompt (A special type of performance event that is an open-ended item that requires students to demonstrate their writing proficiency.)

Passage Type
Literary (fiction, poetry, and dramas)
Informational (Nonfiction including narrative, information/explanatory, opinion, persuasive, and argumentative)

Reporting Categories	Percentage of Test	Total Items	Total Points
Reading	42%	20	24
Research	11%	5	6
Writing	30%	7	17
Speaking/Listening	18%	8	10

Missouri ELA Standards Grade 6

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	6	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RL.1.A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RL.1.D	Using appropriate text, determine the theme(s) of a text and cite evidence of its development; summarize the text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RL.2.A	Analyze how a particular sentence, chapter, scene, stanza, or image contributes to meaning.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RL.2.B	Explain how an author develops the point of view of the narrator or speaker in a text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RL.2.C	Analyze how word choice, including the use of figurative language and/or the repetition of words or word sounds contributes to meaning.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RL.2.D	Describe how a particular text’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	yes	Literary	SR, TE	1, 2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RL.3.A	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the same text, noting how a performance impacts personal interpretation.	no					
ELA	6	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RL.3.B	Compare and contrast texts in different genres that address similar themes or topics.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RL.3.C	Explain how plot and conflict reflect historical and/or cultural contexts.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	yes	Literary	SR, TE	1, 2	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RI.1.A	Draw conclusions, infer and analyze by citing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6

Missouri ELA Standards Grade 6

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	6	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	6.RI.1.D	Explain the central/main idea(s) of a text and cite evidence of its development; summarize the text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RI.2.A	Analyze how a particular sentence, paragraph, section, or image contributes to meaning.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RI.2.B	Explain how an author's point of view or purpose is conveyed in a text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RI.2.C	Analyze how word choice, including the use of figurative language, connotations and/or repetition, contributes to meaning.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	6.RI.2.D	Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RI.3.A	Compare and contrast the experience of reading a text to listening to or viewing an audio or video version of the same text, noting how a performance impacts personal interpretation.	no					
ELA	6	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RI.3.B	Compare and contrast one author's presentation of events with that of another.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RI.3.C	Explain how the text reflects historical and/or cultural contexts.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	6.RI.3.D	Read and comprehend informational text independently and proficiently.	yes	Informational	SR, TE	1, 2	0 – 3	0 – 6
ELA	6	Research	Writing	Approaching the Task as a Researcher	6.W.1.A	Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	yes		SR, TE	1, 2, 3	5 – 7	8

Missouri ELA Standards Grade 6

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	6	Writing	Writing	Approaching the Task as a Writer	6.W.2.A.a	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. A. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	yes		WP	3	0 – 1	0 – 8
ELA	6	Writing	Writing	Approaching the Task as a Writer	6.W.2.A.b	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	yes		WP	3		
ELA	6	Writing	Writing	Approaching the Task as a Writer	6.W.2.A.c	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.	yes		WP	3		
ELA	6	Writing	Writing	Approaching the Task as a Reader	6.W.3.A.a	Review, revise, and edit writing with consideration for the task, purpose, and audience. A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Writing	Writing	Approaching the Task as a Reader	6.W.3.A.b	Review, revise, and edit writing with consideration for the task, purpose, and audience. B. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.	yes		SR, TE	2, 3	0 – 3	0 – 6

Missouri ELA Standards Grade 6

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	6	Writing	Writing	Approaching the Task as a Reader	6.W.3.A.c	Review, revise, and edit writing with consideration for the task, purpose, and audience. C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	yes		SR, TE, WP	1, 2, 3	0 – 3	0 – 6
ELA	6	Writing	Writing	Approaching the Task as a Reader	6.W.3.A.d	Review, revise, and edit writing with consideration for the task, purpose, and audience. D. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	6	Writing	Writing	Approaching the Task as a Reader	6.W.3.A.e	Review, revise, and edit writing with consideration for the task, purpose, and audience. E. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	no					
ELA	6	Speaking/Listening	Speaking and Listening	Collaborating	6.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	no					
ELA	6	Speaking/Listening	Speaking and Listening	Collaborating	6.SL.1.B	Delineate a speaker’s argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	6	Speaking/Listening	Speaking and Listening	Collaborating	6.SL.1.C	Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	6	Speaking/Listening	Speaking and Listening	Presenting	6.SL.2.A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.	yes		other	2	0 – 2	0 – 8
ELA	6	Speaking/Listening	Speaking and Listening	Presenting	6.SL.2.B	Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.	no					
ELA	6	Speaking/Listening	Speaking and Listening	Presenting	6.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims findings and ideas.	yes		other	2		

Missouri ELA Standards Grade 6

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
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Item Type	
SR	Multiple-choice, Multi-Select (similar to a MC item but with multiple correct responses), Evidence-Based Selected Response/EBSR (two-part item that combines MC or MS items)
TE	Text Highlight (selecting specific text), Drag and Drop (moving text into a drop zone or reordering text), Drop-Down Menu (responding by selecting an option provided in a drop-down menu), Matching Input (clicking on options to match them with a line), Select Answers/Hot Spot (selecting areas in text or in a graphic, such as to place checkmarks in a matching table or to add commas in a paragraph), Text Input (auto-scored text entry, typically used for spelling words)
WP	Writing Prompt (A special type of performance event that is an open-ended item that requires students to demonstrate their writing proficiency.)

Passage Type
Literary (poems, narratives, realistic fiction, historical fiction, fantasy, legends/myths, etc.)
Informational (biographies, instructional/how-tos, articles, essays, science and social studies topics, etc.)

Reporting Categories	Percentage of Test	Total Items	Total Points
Reading	46%	20	24
Research	15%	7	8
Writing	19%	8	10
Speaking/Listening	19%	8	10

Missouri ELA Standards Grade 7

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	7	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RL.1.A	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RL.1.D	Using appropriate text, determine the theme(s) of a text and explain the relationship between the theme(s) and supporting evidence; summarize the text distinct from personal opinions.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RL.2.A	Analyze how a text's form or overall structure contributes to meaning.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RL.2.B	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RL.2.C	Analyze how specific word choices contribute to meaning and tone.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RL.2.D	Analyze how the setting, characters, and plot of a text affect each other and contribute to meaning.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RL.3.A	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing how the techniques unique to each medium contribute to meaning.	no					
ELA	7	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RL.3.B	Compare and contrast a fictional portrayal of a time, place, or character with realistic accounts of the same subject matter.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RL.3.C	Explain how characters and settings reflect historical and/or cultural contexts.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	yes	Literary	SR, TE	1, 2	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RI.1.A	Draw conclusions, infer and analyze by citing several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6

Missouri ELA Standards Grade 7

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	7	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	7.RI.1.D	Explain the central/main idea(s) of a text and explain the relationship between the central idea(s) and supporting evidence; summarize the text distinct from personal opinions.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RI.2.A	Analyze how a text's organization or overall structure contributes to meaning.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RI.2.B	Analyze how an author develops his/her point of view or purpose and distinguishes it from those of others.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RI.2.C	Analyze how word choice contributes to meaning and tone.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	7.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	no					
ELA	7	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RI.3.B	Compare and contrast how two or more authors writing about the same topic make decisions about craft and structure.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RI.3.C	Explain how the text reflects historical and/or cultural contexts.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	7.RI.3.D	Read and comprehend informational text independently and proficiently.	yes	Informational	SR, TE	1, 2	0 – 3	0 – 6

Missouri ELA Standards Grade 7

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	7	Research	Writing	Approaching the Task as a Researcher	7.W.1.A	Conduct research to answer a question; gather relevant sources, print and digital; integrate information using a standard citation system. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	yes		SR, TE	1, 2, 3	5 – 7	8
ELA	7	Writing	Writing	Approaching the Task as a Writer	7.W.2.A.a	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. A. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.	yes		WP	3	0 – 1	0 – 8
ELA	7	Writing	Writing	Approaching the Task as a Writer	7.W.2.A.b	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.	yes		WP	3		
ELA	7	Writing	Writing	Approaching the Task as a Writer	7.W.2.A.c	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships between claims and supporting evidence.	yes		WP	3		

Missouri ELA Standards Grade 7

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	7	Writing	Writing	Approaching the Task as a Reader	7.W.3.A.a	Review, revise, and edit writing with consideration for the task, purpose, and audience. A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content to clarify meaning.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Writing	Writing	Approaching the Task as a Reader	7.W.3.A.b	Review, revise, and edit writing with consideration for the task, purpose, and audience. B. Word choice, syntax, and style: Choose appropriate precise language for the style, task and audience; convey the relationship among ideas through varied sentence structures.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Writing	Writing	Approaching the Task as a Reader	7.W.3.A.c	Review, revise, and edit writing with consideration for the task, purpose, and audience. C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	yes		SR, TE, WP	1, 2, 3	0 – 3	0 – 6
ELA	7	Writing	Writing	Approaching the Task as a Reader	7.W.3.A.d	Review, revise, and edit writing with consideration for the task, purpose, and audience. D. Use effective transitions to clarify relationships and connect ideas, claims and signal time shifts.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	7	Writing	Writing	Approaching the Task as a Reader	7.W.3.A.e	Review, revise, and edit writing with consideration for the task, purpose, and audience. E. Use technology, including the Internet, to produce, publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	no					
ELA	7	Speaking/Listening	Speaking and Listening	Collaborating	7.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	no					
ELA	7	Speaking/Listening	Speaking and Listening	Collaborating	7.SL.1.B	Delineate a speaker’s argument and claims, evaluating reasoning in order to pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	7	Speaking/Listening	Speaking and Listening	Collaborating	7.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, modify their own views.	yes		SR, TE	1, 2, 3	1 – 6	1 – 9

Missouri ELA Standards Grade 7

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	7	Speaking/Listening	Speaking and Listening	Presenting	7.SL.2.A	Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume at an understandable pace.	yes		other	2	0 – 2	0 – 8
ELA	7	Speaking/Listening	Speaking and Listening	Presenting	7.SL.2.B	Position body to face the audience when speaking and makes eye contact with listeners at various intervals using effective gestures to communicate a clear viewpoint.	no					
ELA	7	Speaking/Listening	Speaking and Listening	Presenting	7.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims and findings and emphasize significant points.	yes		other	2		

Item Type	
SR	Multiple-choice, Multi-Select (similar to a MC item but with multiple correct responses), Evidence-Based Selected Response/EBSR (two-part item that combines MC or MS items)
TE	Text Highlight (selecting specific text), Drag and Drop (moving text into a drop zone or reordering text), Drop-Down Menu (responding by selecting an option provided in a drop-down menu), Matching Input (clicking on options to match them with a line), Select Answers/Hot Spot (selecting areas in text or in a graphic, such as to place checkmarks in a matching table or to add commas in a paragraph), Text Input (auto-scored text entry, typically used for spelling words)
WP	Writing Prompt (A special type of performance event that is an open-ended item that requires students to demonstrate their writing proficiency.)

Passage Type
Literary (poems, narratives, realistic fiction, historical fiction, fantasy, legends/myths, etc.)
Informational (biographies, instructional/how-tos, articles, essays, science and social studies topics, etc.)

Reporting Categories	Percentage of Test	Total Items	Total Points
Reading	46%	20	24
Research	15%	7	8
Writing	19%	8	10
Speaking/Listening	19%	8	10

Missouri ELA Standards Grade 8

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	8	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RL.1.A	Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RL.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RL.1.C	Interpret visual elements of a text and draw conclusions from them (when applicable).	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RL.1.D	Using appropriate text, determine the theme(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RL.2.A	Analyze how an author's choice concerning a text's form or overall structure contributes to meaning.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RL.2.B	Analyze how differences in the points of view of the characters and the audience or reader create dramatic irony.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RL.2.C	Analyze how specific word choices and sentence structures contribute to meaning and tone.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RL.2.D	Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RL.3.A	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	no					
ELA	8	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RL.3.B	Explain how contemporary texts make use of archetypal characters or universal themes from older or traditional texts.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RL.3.C	Explain how themes reflect historical and/or cultural contexts.	yes	Literary	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Literary Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RL.3.D	Read and comprehend literature, including stories, dramas and poems, independently and proficiently.	yes	Literary	SR, TE	1, 2	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RI.1.A	Draw conclusions, infer and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6

Missouri ELA Standards Grade 8

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	8	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RI.1.B	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RI.1.C	Interpret visual elements of a text including those from different media and draw conclusions from them (when applicable).	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Comprehend and Interpret Texts (Approaching Texts as a Reader)	8.RI.1.D	Explain the central/main idea(s) of a text and analyze its development over the course of a text; provide an objective summary of the text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RI.2.A	Analyze how an author's choice concerning a text's organization or overall structure contributes to meaning.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RI.2.B	Analyze how the author acknowledges and responds to conflicting evidence or points of view in a text.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RI.2.C	Analyze how word choice and sentence structure contribute to meaning and tone.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Analyze Craft and Structure (Approaching Texts as a Writer)	8.RI.2.D	Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RI.3.A	Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning.	no					
ELA	8	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RI.3.B	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matter of fact or interpretation.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RI.3.C	Explain how the central ideas of text reflect historical and/or cultural contexts.	yes	Informational	SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Reading	Reading Informational Text	Synthesize Ideas from Multiple Texts (Approaching Texts as a Researcher)	8.RI.3.D	Read and comprehend informational text independently and proficiently.	yes	Informational	SR, TE	1, 2	0 – 3	0 – 6

Missouri ELA Standards Grade 8

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	8	Research	Writing	Approaching the Task as a Researcher	8.W.1.A	<p>Conduct research to answer a question (including a self-generated question); gather relevant, credible sources, print and digital; integrate information using a standard citation system.</p> <p>Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	yes		SR, TE	1, 2, 3	5 – 7	8
ELA	8	Writing	Writing	Approaching the Task as a Writer	8.W.2.A.a	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>A. Narrative: Develop narratives including poems about real or imagined experiences, which establish and maintain a consistent point of view, and include clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.</p>	yes		WP	3	1	8
ELA	8	Writing	Writing	Approaching the Task as a Writer	8.W.2.A.b	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques.</p> <p>B. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details; establish relationships between ideas and supporting evidence.</p>	yes		WP	3		

Missouri ELA Standards Grade 8

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ELA	8	Writing	Writing	Approaching the Task as a Writer	8.W.2.A.c	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. C. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence; acknowledging counterclaims; establishing relationships among claims, counterclaims, and supporting evidence.	yes		WP	3		
ELA	8	Writing	Writing	Approaching the Task as a Reader	8.W.3.A.a	Review, revise, and edit writing with consideration for the task, purpose, and audience. A. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Add or delete content and change organization to achieve the writer's purpose.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Writing	Writing	Approaching the Task as a Reader	8.W.3.A.b	Review, revise, and edit writing with consideration for the task, purpose, and audience. B. Word choice, syntax, and style: Choose precise language and make syntactical choices appropriate for the style, task and audience.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Writing	Writing	Approaching the Task as a Reader	8.W.3.A.c	Review, revise, and edit writing with consideration for the task, purpose, and audience. C. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation.	yes		SR, TE, WP	1, 2, 3	1 – 3	2 – 6
ELA	8	Writing	Writing	Approaching the Task as a Reader	8.W.3.A.d	Review, revise, and edit writing with consideration for the task, purpose, and audience. D. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.	yes		SR, TE	2, 3	0 – 3	0 – 6
ELA	8	Writing	Writing	Approaching the Task as a Reader	8.W.3.A.e	Review, revise, and edit writing with consideration for the task, purpose, and audience. E. Use technology, including the Internet, to produce, publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	no					

Missouri ELA Standards Grade 8

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
ELA	8	Speaking/Listening	Speaking and Listening	Collaborating	8.SL.1.A	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed	no					
ELA	8	Speaking/Listening	Speaking and Listening	Collaborating	8.SL.1.B	Delineate a speaker's argument and claims, evaluating reasoning and sufficiency of evidence in order to pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	8	Speaking/Listening	Speaking and Listening	Collaborating	8.SL.1.C	Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented.	yes		SR, TE	1, 2, 3	1 – 6	1 – 9
ELA	8	Speaking/Listening	Speaking and Listening	Presenting	8.SL.2.A	Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace.	yes		other	2	0 – 2	0 – 8
ELA	8	Speaking/Listening	Speaking and Listening	Presenting	8.SL.2.B	Make consistent eye contact with a range of listeners when speaking using effective gestures to communicate a clear viewpoint and engage listeners.	no					
ELA	8	Speaking/Listening	Speaking and Listening	Presenting	8.SL.2.C	Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest.	yes		other	2		

Missouri ELA Standards Grade 8

Content Area	Grade	Reporting Category (Domain)	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Point
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Item Type	
SR	Multiple-choice, Multi-Select (similar to a MC item but with multiple correct responses), Evidence-Based Selected Response/EBSR (two-part item that combines MC or MS items)
TE	Text Highlight (selecting specific text), Drag and Drop (moving text into a drop zone or reordering text), Drop-Down Menu (responding by selecting an option provided in a drop-down menu), Matching Input (clicking on options to match them with a line), Select Answers/Hot Spot (selecting areas in text or in a graphic, such as to place checkmarks in a matching table or to add commas in a paragraph), Text Input (auto-scored text entry, typically used for spelling words)
WP	Writing Prompt (A special type of performance event that is an open-ended item that requires students to demonstrate their writing proficiency.)

Passage Type
Literary (poems, narratives, realistic fiction, historical fiction, fantasy, legends/myths, etc.)
Informational (biographies, instructional/how-tos, articles, essays, science and social studies topics, etc.)

Reporting Categories	Percentage of Test	Total Items	Total Points
Reading	43%	20	24
Research	14%	7	8
Writing	25%	4	14
Speaking/Listening	18%	8	10