

English Language Arts
Table of Specifications
for the New
Missouri Learning Standards
Grades 3-8

Missouri ELA Standards Grade 3

Content Area	Grade	Reporting Category	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					

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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
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	no					
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, CR	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					

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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, CR	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, CR	2, 3	0 – 2	0 – 4

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Content Area	Grade	Reporting Category	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 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 (No if no CR items)	Literary (Fiction)	CR	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					
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, CR	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	EBSR, TE, CR	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

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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.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, CR	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
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

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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.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	EBSR, TE, CR	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, CR	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	EBSR, TE, CR	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, CR	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

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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.C.d	Read, infer and draw conclusions to: d. explain the author’s purpose	yes	Informational	EBSR, TE, CR	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	EBSR, 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.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	no					
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					

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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					

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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

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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		

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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	0 – 1	0 – 8
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		
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		
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		

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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					
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

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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

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Content Area	Grade	Reporting Category	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Points
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, CR	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

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Content Area	Grade	Reporting Category	Strand	Content Category (Cluster)	Expectation Code	Expectation	Assessable Large-Scale	Passage Type	Eligible Item Types	DOK Levels Available	Total Items	Total Points
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
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	6
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					

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Content Area	Grade	Reporting Category	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 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	no					
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	no					
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	no					

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Content Area	Grade	Reporting Category	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.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)	no					
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	no					

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
CR	Constructed Response (Open-ended questions that require students to write a response.)

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

Reporting Categories	Percentage of Test
Reading	48–52%
Research	12–15%
Writing	24–28%
Speaking/Listening	10–12%