

Grade: 3

Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none">Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)¹
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	<ul style="list-style-type: none">Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1)Provides a statement of the central message, lesson, or moral in a text. (2)Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	<ul style="list-style-type: none">Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1)Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<ul style="list-style-type: none">Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.(1)Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<ul style="list-style-type: none">Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<ul style="list-style-type: none">Provides a comparison and contrast of the themes of stories written by the same author about the same or similar characters (e.g., in books from a series). (1)Provides a comparison and contrast of the settings of stories written by the same author about the same or similar characters (e.g., in books from a series). (2)Provides a comparison and contrast of the plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

¹ This evidence combines grade 3 evidences RL1.1 and RL1.2 from Phases 1 and 2.

Grade: 3

Claim: Reading Information: Students read and demonstrate comprehension of grade-level complex informational texts.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<ul style="list-style-type: none"> Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)²
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	<ul style="list-style-type: none"> Provides a statement of the main idea of a text. (1) Provides a recounting of key details in a text. (2) Provides an explanation of how key details in a text support the main idea. (3)
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<ul style="list-style-type: none"> Provides a description of the relationship between a series of historical events, using language that pertains to time, sequence and/or cause/effect. (1) Provides a description of the relationship between scientific ideas or concepts, using language that pertains to time, sequence and/or cause/effect. (2) Provides a description of the relationship between steps in technical procedures in a text, using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<ul style="list-style-type: none"> Demonstrates use of text features to locate relevant information (e.g., key words, sidebars). (1) Demonstrates use of search tools to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)
RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<ul style="list-style-type: none"> Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of, e.g., where, when, why, and how key events occur. (1)
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	<ul style="list-style-type: none"> Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)
RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.	<ul style="list-style-type: none"> Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)

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

Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.

Items designed to measure this claim may address the standards and evidences listed below:

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
<p>RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1) • FOR DIAGNOSTIC ONLY: Distinguishes literal from nonliteral language. (2)
<p>RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)
<p>L 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> • Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)
<p>L 5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<ul style="list-style-type: none"> • Provides distinctions between the literal and nonliteral meanings of words and phrases. (1) • Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (e.g. <i>knew, believed, suspected, heard, wondered</i>). (2) • FOR DIAGNOSTIC ONLY: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)
<p>L 6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<ul style="list-style-type: none"> • Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). (1)