# DRAFT

# Grade 3
# English Language Arts
# Item Specifications



Florida
Standards Assessments

The draft Florida Standards Assessments (FSA) *Test Item Specifications* (*Specifications)* are based upon the Florida Standards and the Florida Course  Descriptions as provided in CPALMs. The *Specifications* are a resource that defines  the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of  items with the Florida Standards. It also serves to provide all stakeholders with  information about the scope and function of the FSA.

Item Specifications Definitions

**Also assesses** refers to the standard(s) closely related to the primary standard  statement.

**Assessment limits** define the range of content knowledge and degree of difficulty  that should be assessed in the assessment items for the standard(s).

**Sample response mechanisms** describe the characteristics of various methods for responding to test items.

**Task demand** describes various types of items that could be written for the  standard(s) assessed.

**Text types** define the genre of texts to be used with the standard(s) assessed.

**Florida Standards Assessments**

**Technology-Enhanced Item Descriptions**

The Florida Standards Assessments (FSA) are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are eight types of TEIs that may appear on FSA ELA assessments. For Grades 3 and 4 assessments, which will be paper-based tests in 2014-2015, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items that can be scanned and scored electronically.

The various TEI item types are described below, including the percentage of each computer-based test that will be composed of TEIs.

For samples of each of the item types described below, see the FSA Training Tests.

| Percent of Computer-Based Test that is Composed of Technology-Enhanced Items | |
|---|---|
| **Grades 5–10 ELA\*** | **25%–50%** |

**\*Grades 3 and 4 ELA tests, once computer based, will also be composed of 25%– 50% TEIs.**

**Technology-Enhanced Item Types for English Language Arts**

1. **Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.

2. **Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

3. **Hot Text** -
   a. **Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. These items may have one or two parts. In a two-

part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A. In other cases, the two parts might function independently. For paper-based assessments, a "selectable" hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

    b. **Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated "draggable" in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

4. **Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

5. **Multiselect** - The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper- based assessments.

6. **Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.

7. **Graphic Response Item Display (GRID)** - In a GRID item, the student might select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

8. **Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. For paper-based assessments, multimedia content will be replaced by paper-based items or stimuli that assess the same reporting category.

## Reading Stimuli Guidelines

### Overall Description
A stimulus may consist of one or more texts. The texts may be informational or literary and may cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

### Stimulus Attributes
The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams, may be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

| Grade | Range of Number of Words |
|---|---|
| 3 | 100–700 |
| 4 | 100–900 |
| 5 | 200–1000 |
| 6 | 200–1100 |
| 7 | 300–1100 |
| 8 | 350–1200 |
| 9 | 350–1300 |
| 10 | 350–1350 |

**English Language Arts Florida Standards          Grade: K12\***

**Strand LAFS.K12: Reading**

**Cluster 1 LAFS.K12.R.1: Key Ideas and Details**

LAFS.K12.R.1.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Cluster 2 LAFS.K12.2: Craft and Structure**

LAFS.K12.R.2.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6
Assess how point of view or purpose shapes the content and style of a text.

**Cluster 3 LAFS.K12.R.3: Integration of Knowledge and Ideas**

LAFS.K12.R.3.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Cluster 4 LAFS.K12.R.4:  Range of Reading and Level of Text Complexity**

LAFS.K12.R.4.10
Read and comprehend complex literary and informational texts independently and proficiently.

**Strand LAFS.K12.SL: Standards for Speaking and Listening**

**Cluster 1 LAFS.K12.SL.1: Comprehension and Collaboration**

LAFS.K12.SL.1.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Cluster 2 LAFS.K12.SL.2: Presentation of Knowledge and Ideas**

LAFS.K12.SL.2.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Strand LAFS.K12.W: Writing**

**Cluster 1 LAFS.K12. W.1: Text Types and Purposes**

LAFS.K12.W.1.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.1.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Cluster 2 LAFS.K12.W.2: Production and Distribution of Writing**

LAFS.K12.W.2.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Cluster 3 LAFS.K12.W.3: Research to Build and Present Knowledge**

LAFS.K12.W.3.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Cluster 4 LAFS.K12.W.4.10: Range of Writing**

LAFS.K12.W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Strand LAFS.K12.L: Language Standards**

**Cluster 1 LAFS.K12.L.1: Conventions of Standard English**

LAFS.K12.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Cluster 2 LAFS.K12.L.2: Knowledge of Language**

LAFS.K12.L.2.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Cluster 3 LAFS.K12.L.3: Vocabulary Acquisition and Use**

LAFS.K12.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**\*NOTE: For specific grade-level standards assessed within the English Language Arts Florida Standards Assessments (FSA), refer to the ELA Test Design Summary and Blueprint and the Test Item Specifications.**

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
|---|---|
| Assessment Limits | Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Answer questions to demonstrate understanding of the passage by using explicit textual evidence as support. | Selectable Hot Text<br>• Requires the student to select words, phrases, or sentences from the text to answer a question.<br>EBSR<br>• Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference.<br>Multiselect<br>• Requires the student to select multiple details from the text that provide support for the answer to a question. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.1.2: 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. |
|---|---|
| Assessment Limits | Items may ask the student to appropriately sequence events. Items may ask the student to determine the central message, lesson, or moral of a passage and how key details support the central message, lesson, or moral. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| **Task Demand** | **Sample Response Mechanisms** |
| Recount stories, fables, folktales, and myths. | Drag-and-Drop Hot Text <br> • Requires the student to drag and drop key details or events into the correct order to recount the text. <br> GRID <br> • Requires the student to place key details or events into the correct order to recount the text. Key details or events are placed in a graphic organizer. <br> Multiple Choice <br> • Requires the student to choose a sequence of events that correctly reflects the passage. |
| Determine a central idea, lesson, or moral and explain how it is conveyed through key details in a text. | Selectable Hot Text <br> • Requires the student to select the central idea, lesson, or moral and then identify textual evidence that supports it. <br> EBSR <br> • Requires the student to select the central idea, lesson, or moral and then to select words or phrases from the text to support that choice. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. |
|---|---|
| Assessment Limits | Items may ask the student to use explicit and implicit details from the text to describe a character and how the character's actions affect the events in the text. The item may require the student to draw inferences from the text. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Describe a character's traits, motivations, or feelings in a text, and explain how the character's actions affect the sequence of events. | Open Response<br>• Requires the student to provide details from the text to describe a character and how the character's actions affect the sequence of events.<br>EBSR<br>• Requires the student to select the correct descriptions about a character's traits, motivations, or feelings and then to select how the character's actions affect the sequence of events.<br>Selectable Hot Text<br>• Requires the student to select the correct description about the character's traits, motivations, or feelings and then to select how these characteristics affect the sequence of events. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.2.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br>LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>LAFS.3.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>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).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).<br>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).<br>Also assesses: LAFS.3.RF.3.3 and LAFS.4.4 |
|---|---|
| Assessment Limits | Items may ask the student to use the text to determine the meanings of words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings.  Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |

**Grade 3 Reading Standards for Literary Texts**

| Task Demand | Sample Response Mechanisms |
|---|---|
| Use context as a clue to the meaning of a word or phrase. | Selectable Hot Text<br>• Requires the student to select words or phrases from the text that show the meaning of words used in the text.<br>• Requires the student to correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word.<br>Multiple Choice<br>• Requires the student to select the meaning of a word or phrase used in the text.<br>EBSR<br>• Requires the student to select the meaning of a word or phrase and to select words or phrases from the text that support the correct meaning.<br>Multiselect<br>• Requires the student to select words, phrases, or direct quotations that show the meaning of words used in the text. |
| Determine the meaning of the new word formed when a known affix is added to a known word. | Multiple Choice<br>• Requires the student to select the meaning of a word used in the text that has an affix.<br>Open Response<br>• Requires the student to explain the meaning of a word in the text that has an affix. |
| Use a known root word as a clue to the meaning of an unknown word with the same root. | Multiple Choice<br>• Requires the student to select the meaning of a word from the text by using a known root word as a clue.<br>Open Response<br>• Requires the student to explain the meaning of a word from the text by using a known root word as a clue. |
| Distinguish the literal and nonliteral meanings of words and phrases in context. | Multiple Choice<br>• Requires the student to select the correct meaning of literal and nonliteral words and phrases based on the text.<br>Selectable Hot Text<br>• Requires the student to select the correct meaning of literal or nonliteral words or phrases and then to select words or phrases from the text to support the meaning. |

**Grade 3 Reading Standards for Literary Texts**

| Task Demand | Sample Response Mechanisms |
|---|---|
| Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. | Selectable Hot Text<br>• Requires the student to select the correct word from a list of words that are related and then to select words or phrases from the text that support the answer.<br>Multiple Choice<br>• Requires the student to select the correct word from a list of words that are related. |
| Choose words or phrases for effect. | Selectable Hot Text<br>• Requires the student to select the correct word or phrase from a list of words for a desired effect and then to select words or phrases from the text that support the answer.<br>Multiple Choice<br>• Requires the student to select the correct word from a list of words for a desired effect. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.2.5: 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. |
|---|---|
| Assessment Limits | Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support the explanations. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Determine how each successive part of text builds on earlier sections. Students must refer to the parts of stories, dramas, and poems when answering items aligned to this standard. | Selectable Hot Text<br>• Requires the student to select text that demonstrates how events build on each other.<br>Multiple Choice<br>• Requires the student to select how parts of a text interact with each other.<br>• Requires the student to identify a specific part of the text and analyze its impact on the text as a whole.<br>Open Response<br>• Requires the student to describe in words how parts of text interact with each other.<br>GRID<br>• Requires student to model in a graphic organizer how parts of a text build on earlier sections. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.2.6: Distinguish their own point of view from that of the narrator or those of the characters. |
|---|---|
| Assessment Limits | Items may ask the student to evaluate the point of view of the narrator or the characters in a text. Items should not ask the student to identify the narrator in a text in isolation. Instead, items should ask the student to provide support for the identification of the narrator. Items should not ask the student to identify first and third person point of view. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Identify and evaluate the narrator or character's point of view in the text. | Multiple Choice<br>• Requires the student to identify and evaluate the narrator or a character's point of view of a text.<br>Selectable Hot Text<br>• Requires the student to identify evidence from the text that illustrates the narrator's or a character's point of view.<br>EBSR<br>• Requires the student to identify the narrator of the passage and then to select evidence from the text to support the answer. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.3.7: 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).<br>LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br>LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
|---|---|
| Assessment Limits | Items may require the student to explain how an illustration relates to the text. Items may ask the student to consider how illustrations affect the meaning of the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. |
| Text Types | The items assessing this standard may be used with two or more grade-appropriate literary texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. Texts may vary in complexity. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story. | Multiple Choice<br>• Requires the student to select a correct explanation of what an illustration contributes to the text.<br>Multiselect<br>• Requires the student to select all applicable words or phrases that describe what an illustration contributes to the text.<br>Open Response<br>• Requires the student to explain what elements an illustration adds to a text (e.g., mood, character, setting).<br>• Requires the student to explain how an illustration contributes to the words of the text. |

**Grade 3 Reading Standards for Literary Texts**

| Task Demand | Sample Response Mechanisms |
|---|---|
| Determine the main idea of a multimedia or audio presentation and provide supporting details from the presentation. | Open Response<br>• Requires the student to explain the main idea and supporting details of a multimedia or audio presentation.<br>EBSR<br>• Requires the student to determine the main idea of a multimedia or audio presentation and then to select supporting details. |
| Answer questions about information presented by the speaker using appropriate textual evidence. | EBSR<br>• Requires the student to select an inference about the speaker's presentation from the choices and then to select words or phrases from the speaker to support the inference.<br>Open Response<br>• Requires the student to answer a question about a speaker's presentation and to provide textual evidence for the answer. |

**Grade 3 Reading Standards for Literary Texts**

| Content Standard(s) Assessed | LAFS.3.RL.3.9: 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). |
|---|---|
| Assessment Limits | Items may ask the student to compare and/or contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author. |
| Text Types | The items assessing this standard may be used with two or more grade-appropriate literary texts by the same author about the same or similar characters. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Compare and/or contrast the themes, settings, and plots of texts written by the same author about the same or similar characters. | Selectable Hot Text<br>• Requires the student to select words and phrases from different texts that demonstrate how the author treats themes and patterns of events in the texts.<br>Open Response<br>• Requires the student to compare or contrast the theme, setting, or plot of two texts written by the same author.<br>Multiple Choice<br>• Requires the student to identify similarities or differences in the author's depiction of themes, settings, and plot in the texts. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| --- | --- |
| Assessment Limits | Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student selecting specific textual evidence. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that can be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Answer questions to demonstrate understanding of the passages by using explicit textual evidence as support. | Selectable Hot Text <br> • Requires the student to select words, phrases, or sentences from the text to answer a question. <br> EBSR <br> • Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference. <br> Multiselect <br> • Requires the student to select multiple details from the text that provide support the answer to a question. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| --- | --- |
| Assessment Limits | Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and to explain how they support the main idea. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Determine the main idea of a text. | Selectable Hot Text <br> • Requires the student to select words or phrases from the text that explicitly state the main idea. <br> • Requires the student to select main idea and then to identify textual evidence that supports it. <br> EBSR <br> • Requires the student to select the main idea and then to select words or phrases from the text to support that choice. <br> Multiple Choice <br> • Requires the student to select the main idea. <br> Open Response <br> • Requires the student to determine the main idea of the text. |
| Recount key details and explain how they support the main idea. | EBSR <br> • Requires the student to select the details to be included in a recounting of the text and then to select an explanation for how the details support the main idea. <br> Selectable Hot Text <br> • Requires the student to select the details from excerpted text that should be included in a recounting of the text and then to select an explanation for how the details support the main idea. |

## Grade 3 Reading Standards for Informational Texts

| Content Standard(s) Assessed | LAFS.3.RI.1.3: 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. |
|---|---|
| Assessment Limits | Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Items may ask the student how these affect other events in the text. The item may require the student to identify language in the text used to convey time and/or sequence. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Describe the relationships between a series of events, ideas or concepts, or steps in a procedure using language that pertains to time. | Multiple Choice<br>• Requires the student to select a correct relationship between events, concepts, or steps.<br>Open Response<br>• Requires the student to describe the relationship between events, concepts, or steps in words and to support the description with details from the text.<br>Selectable Hot Text<br>• Requires the student to select either words or phrases from the text that provide details to describe a relationship between events, concepts or steps.<br>EBSR<br>• Requires the student to select from the choices the correct descriptions about relationships between events, concepts, or steps and to select words or phrases from the text that provide support for these relationships. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <br> LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening. <br> a. Choose words and phrases for effect. <br> LAFS.3.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. <br> a. Use sentence-level context as a clue to the meaning of a word or phrase. <br> 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). <br> c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). <br> LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. <br> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). <br> c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). <br> Also assesses: LAFS.3.RF.3.3 and LAFS.3.RF.4.4 |
|---|---|
| Assessment Limits | Items may ask the student to use the text to determine the meanings of general academic and domain-specific words and phrases using context, affixes, or root words as clues. Items should ask the student to consider literal and nonliteral meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |

**Grade 3 Reading Standards for Informational Texts**

| Task Demand | Sample Response Mechanisms |
|---|---|
| Use context as a clue to the meaning of a word or phrase. | Selectable Hot Text<br>• Requires the student to select words or phrases from the text that show the meaning of words used in the text.<br>• Requires the student to correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word.<br>Multiple Choice<br>• Requires the student to select the meaning of a word or phrase used in the text.<br>EBSR<br>• Requires the student to select the meaning of a word or phrase and to select words or phrases from the text that support the correct meaning.<br>Multiselect<br>• Requires student to select words, phrases, or direct quotations that show the meaning of words used in the text. |
| Determine the meaning of the new word formed when a known affix is added to a known word. | Multiple Choice<br>• Requires the student to select the meaning of a word used in the text that has an affix.<br>Open Response<br>• Requires the student to explain the meaning of a word in the text that has an affix. |
| Use a known root word as a clue to the meaning of an unknown word with the same root. | Multiple Choice<br>• Requires the student to select the meaning of a word from the text by using a known root word as a clue.<br>Open Response<br>• Requires the student to explain the meaning of a word from the text by using a known root word as a clue. |

**Grade 3 Reading Standards for Informational Texts**

| Task Demand | Sample Response Mechanisms |
|---|---|
| Distinguish the literal and nonliteral meanings of words and phrases in context. | Multiple Choice<br>• Requires the student to select the correct meaning of literal and nonliteral words and phrases based on the text.<br>Selectable Hot Text<br>• Requires the student to select the correct meaning of literal or nonliteral words or phrases and then to select words or phrases from the text to support the meaning. |
| Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. | Selectable Hot Text<br>• Requires the student to select the correct word from a list of words that are related and then to select words or phrases from the text that support the answer.<br>Multiple Choice<br>• Requires the student to select the correct word from a list of words that are related. |
| Choose words or phrases for effect. | Selectable Hot Text<br>• Requires the student to select the correct word or phrase for a desired effect and then to select words or phrases from the text that support the answer.<br>Multiple Choice<br>• Requires the student to select the correct word from a list of words for a desired effect. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
|---|---|
| Assessment Limits | Items may ask students to use features located within the text to identify information relevant to key ideas or details within a text. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Use text features and search tools to locate information. | Selectable Hot Text<br>• Requires the student to select text that identifies information that can be located using text features and search tools.<br>• Requires the student to identify text features that assist in finding information.<br>Multiple Choice<br>• Requires the student to select information that can be found from text features and search tools. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text. |
|---|---|
| Assessment Limits | Items may ask the student to evaluate the point of view of the author of the text. Items should not ask the student to identify first and third person point of view. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Identify and evaluate the author's point of view in the text. | Multiple Choice<br>• Requires the student to identify and evaluate the author's point of view in a text.<br>Selectable Hot Text<br>• Requires the student to identify and evaluate the author's point of view in the text and then select evidence from the text that illustrates the author's point of view. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.3.7: 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). LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
|---|---|
| Assessment Limits | Items may ask the student to determine what information is gained from both the illustrations and the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. |
| Text Types | The items assessing this standard may be used with two or more grade-appropriate informational texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Use information gained from illustrations and the words in a text to demonstrate understanding. | Selectable Hot Text<br>• Requires the student to answer a question where the answer is determined by using information from both illustrations and the text. Then, the student must select textual evidence from excerpted text.<br>Multiple Choice<br>• Requires the student to answer a question where the answer is determined by using information from both illustrations and the text.<br>Open Response<br>• Requires the student to answer a question where the answer is determined by using information from both illustrations and the text. |

## Grade 3 Reading Standards for Informational Texts

| Task Demand | Sample Response Mechanisms |
|---|---|
| Determine the main idea of a multimedia or audio presentation and then provide supporting details from the presentation. | Open Response<br>• Requires the student to explain the main idea and supporting details of a multimedia or audio presentation.<br>EBSR<br>• Requires the student to determine the main idea of an audio or multimedia presentation and then to select supporting details. |
| Answer questions about information presented by the speaker using appropriate textual evidence. | EBSR<br>• Requires the student to select an inference about the speaker's presentation from the choices and then to select words or phrases from the speaker to support the inference.<br>Open Response<br>• Requires the student to answer a question about a speaker's presentation and to provide textual evidence for the answer. |

## Grade 3 Reading Standards for Informational Texts

| Content Standard(s) Assessed | LAFS.3.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
|---|---|
| Assessment Limits | Items may ask students to identify connections between sentences, paragraphs, or ideas. Items may ask students to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and to identify examples within the text. |
| Text Types | The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Describe the connection between particular sentences and paragraphs in a text. | Selectable Hot Text <br> • Requires the student to select words and phrases from the text to show the connection between different parts of the text. <br> Multiple Choice <br> • Requires the student to select from the options a description of the connections between different parts of the text. <br> EBSR <br> • Requires the student to select from the options a connection that exists between different parts of the text and to select words or phrases from the text that demonstrate this connection. |

**Grade 3 Reading Standards for Informational Texts**

| Content Standard(s) Assessed | LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic. |
|---|---|
| Assessment Limits | Items may ask the student to compare and/or contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should be used with text sets on the same topic. |
| Text Types | The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Compare and/or contrast the most important points and details in two or more texts. | Selectable Hot Text <br> • Requires the student to select words and phrases from different texts that demonstrate similar or different interpretations of important points or key details. <br> EBSR <br> • Requires the student to select words and phrases to identify important points or key details in two or more texts and to select a sentence or phrase that characterizes the similarities or differences between them <br> Multiselect <br> • Requires the student to select the similarities and/or differences in the author's depiction of important points or key details from a list of phrases or sentences. |

**Editing Task Guidelines for Language Standards**

| | |
|---|---|
| Content Standard(s) Assessed | LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br>a. Demonstrate beginning cursive writing skills.<br>b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>c. Form and use regular and irregular plural nouns.<br>d. Use abstract nouns (e.g., childhood, friendship, courage).<br>e. Form and use regular and irregular verbs.<br>f. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.<br>g. Ensure subject-verb and pronoun-antecedent agreement.<br>h. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>i. Use coordinating and subordinating conjunctions.<br>j. Produce simple, compound, and complex sentences.<br>LAFS.3.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize appropriate words in titles.<br>b. Use commas in addresses.<br>c. Use commas and quotation marks in dialogue.<br>d. Form and use possessives.<br>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).<br>f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words. |
| Assessment Limits | Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English. |
| Text Types | Items assessing this standard will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student's essay in quality and difficulty. The text should be accessible for the grade and should assess the student's knowledge of grammar, usage, and language conventions. Texts will be between 100 and 200 words. |

**Editing Task Guidelines for Language Standards**

| Response Mechanisms | These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4. |
|---|---|
| Task Demand | Sample Response Mechanisms |
| Apply standard English grammar and usage. | Editing Task Choice<br>• Requires the student to select the appropriate replacement for an ungrammatical word or phrase.<br>• Requires the student to select the correct version of a word or phrase to be used in a sentence.<br>Editing Task<br>• Requires the student to replace an incorrect word or phrase by typing in a corrected response. |
| Apply standard English capitalization, punctuation, and spelling. | Editing Task Choice<br>• Requires the student to select the appropriate usage of grade-appropriate conventions.<br>• Requires the student to select the correct spelling of a word.<br>Editing Task<br>• Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box. |

**ELA Reading and Writing Stimulus Guidelines**

**Acceptable Text Types**

| Informational Text | Literary Text |
|---|---|
| Primary Sources/Nonfiction<br>• Historical documents (e.g., Bill of Rights)<br>• Essays (e.g., informational, persuasive, analytical, historical, scientific)<br>• Letters, journals, diaries<br>Secondary Sources/Nonfiction<br>• Magazine articles<br>• Newspaper articles<br>• Editorials<br>• Encyclopedia articles<br>Functional Materials<br>• Consumer documents (e.g., warranties, manuals, contracts, applications)<br>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)<br>• How-to articles<br>• Brochures, fliers<br>• Schedules<br>• Website pages<br>Literary Nonfiction<br>• Biographical and autobiographical sketches<br>• Diaries, memoirs, journals, letters<br>• Essays (e.g., personal and classical narratives)<br>• Critiques | Literary Fiction<br>• Short stories<br>• Poetry<br>• Historical fiction<br>• Fables<br>• Folk tales, tall tales<br>• Legends<br>• Myths<br>• Drama<br>• Fantasy<br>• Excerpts from longer works |

**ELA Reading and Writing Stimulus Guidelines**

**Possible Topics**

**Essential Skills**

- Literacy
- Communication
- Teamwork
- Leadership

**Science, Technology, Engineering, and Mathematics**

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

**Health and Physical Education**

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

**Business Management and Administration**

- Finance
- Financial Literacy
- Business Plans
- Manufacturing
- Agriculture
- Marketing
- Hospitality Industry
- Tourism Industry
- Entrepreneurship
- Transportation of Goods

**Social Studies**

- U.S. History
- Civics and Government
- Geography
- Economics

**World Languages**

- Culture Perspectives
- Culture Comparisons
- Culture Communities

**Arts**

- Dance
- Music
- Theater
- Visual Arts

**Interests**

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journey

# Appendix A
# Grade 3
# Sample Passage and Item Sets

**Appendix A: Sample Passages and Items – Literary**

# Passage 1: The Kettle That Would Not Walk
## by Clifton Johnson

1      ONE day a man was getting ready to go to market, and his wife said to him, "Husband,we need a new iron kettle for the fireplace. Don't fail to buy one."

2      So the man bought a kettle at Nottingham and started for home. But the kettle was heavy, and his arm grew tired with carrying it and he set it down. While he was resting, he noticed that the kettle had three legs. "What a pity I did not see those legs before!" cried the man. "Here you have three legs and I have but two, and yet I have been carrying you. 'Twere fairer [It seems more fair] that you had carried me. Well, you shall take me the rest of the way, at least."

3      Then he seated himself in the kettle and said, "Now, go on," but the kettle stood still and would not move.

4      "Ah!" said the man, "you are stubborn, are you? You want me to keep on carrying you, but I shall not. I will tell you the way and you can stay where you are until you get ready to follow me."

5      So he told the kettle where he lived and how to get there, and off the man went. When he reached home, his wife asked him where the kettle was.

6      "Oh, it will be along," he replied.

7      "What do you mean by that?" said she.

8      "Why," said he, "the kettle I bought has three legs and was better able to walk here than I who have but two legs. Yet I never noticed it had legs until I was nearly here. Then I told it to walk the rest of the way itself, for I would carry it no farther."

9      "Where did you leave it?" asked the wife.

10      "You need not be anxious," responded the man. "I told it the way, and it will be along in good time, as I said before."

**Appendix A: Sample Passages and Items – Literary**

11      "And where did you leave it?" again asked the wife.

12      "At Gotham bridge," he replied.

13      She was not as sure as he was about its coming, and she hurried off to get it. When she brought it home, the man said, "I am glad you have it safe, Wife. I have been thinking while you were gone that it might have taken a notion to walk back to Nottingham if we had left it alone there in the road much longer."

"The Kettle That Would Not Walk" by Clifton
Johnson. In the public domain.

## Passage 2: The Cheeses That Ran Away
### by Clifton Johnson

14      THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.

15      There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

16      "Ah! Mr. Cheese," said the man, "so you can run to market alone, can you? I wish I had known that before. It would have saved me the trouble of carrying you. Well, then, if you can go to market alone, so can the other cheeses, and I will send them along after you."

17      So he laid down his sack, took out the cheeses, and one by one rolled them down the hill. As the last one spun down the road he shouted, "I charge you all to meet me at the market-place."

18      Some of the cheeses went into one bush, and some went into another bush, but the man did not notice that, and he trudged on cheerfully to the market expecting the cheeses would meet him there. All day long he loitered about the market, and as evening approached he began to inquire among his friends and neighbors and other men if they had seen his cheeses come to the market.

**Appendix A: Sample Passages and Items – Literary**

19      "Who should bring them?" asked one of the market-men.

20      "Nobody," replied the man of Gotham. "They would bring themselves. They know the way well enough."

"The Cheeses That Ran Away" by Clifton Johnson.
In the public domain.

**Appendix A: Sample Passages and Items – Literary**

**Sample Item 1**

**LAFS.3.RL.1.1**

Select the sentence from Passage 2 that shows why the man believes that his cheeses can bring themselves to the market.

14    THERE was a man of Gotham who filled a sack with cheeses and started off for Nottingham market to sell them. He carried the sack on his back, and when he became tired he sat down by the wayside to rest. Thus he went on until he reached the summit of the last hill he had to climb before he came to Nottingham bridge.

15    There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge.

**Sample Item 2**

**LAFS.3.RL.1.2**

Place the events from Passage 1 in the table according to the order in which they happen in the story.

| |
|---|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

| |
|---|
| The man stops to rest on the way home. |
| The man leaves the kettle on the road. |
| The man's wife carries the kettle home. |
| The man goes to the market to buy a kettle. |
| The man tells the kettle to walk home on its own. |

**Appendix A: Sample Passages and Items – Literary**

**Sample Item 3**

**LAFS.3.RL.1.3**

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which sentence describes the man's feelings at the end of Passage 2?

- Ⓐ He is pleased with his decision.
- Ⓑ He is excited to be traveling for his work.
- Ⓒ He is angry that he has to go to the market.
- Ⓓ He is unhappy about his choices in the story.

**Part B**

What happens in the passage because of the man's feelings in Part A?

- Ⓐ The man has nothing to sell at the market.
- Ⓑ The man arrives at the market well-rested.
- Ⓒ The man's cheeses get to the market on time.
- Ⓓ The man's cheeses become famous in the town.

**Sample Item 4**

**LAFS.3.RL.2.4**

What is the meaning of <u>anxious</u> as it is used in Passage 1?

10    "You need not be <u>anxious</u>," responded the man. "I told it the way, and it will be along in good time, as I said before."

- Ⓐ angry
- Ⓑ excited
- Ⓒ sad
- Ⓓ worried

**Appendix A: Sample Passages and Items – Literary**

**Sample Item 5**
**LAFS.3.RL.2.5**

What does paragraph 16 add to Passage 2?

Ⓐ It tells where the story takes place.

Ⓑ It tells information about the main character's past.

Ⓒ It shows the lesson that can be learned from the story.

Ⓓ It shows the beginning of the main character's problem.

**Sample Item 6**
**LAFS.3.RL.2.6**

1. How does the man in Passage 1 feel when he comes home without the kettle? Place your answer in the box below.

2. How does the man's wife feel when he comes home without the kettle? Place your answer in the box below.

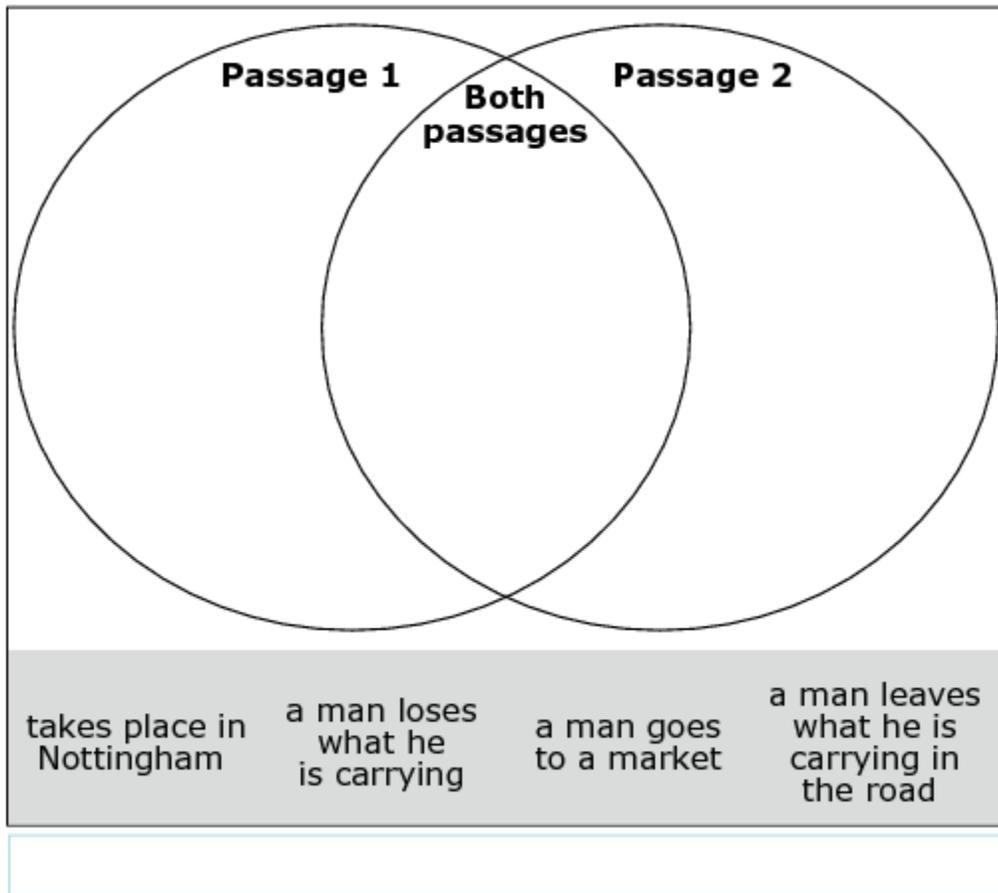| |
|---|
| sure that the kettle will follow soon |
| angry that the kettle is lost |
| happy that a new kettle was needed |
| concerned that the kettle was left |

**Appendix A: Sample Passages and Items – Literary**

**Sample Item 7**

**LAFS.3.RL.3.9**

Place the statements in the correct sections of the Venn diagram based on which passage or passages they describe.

**Appendix A: Sample Passages and Items – Literary**

**Answer Key**

**Sample Item 1:** The student selects, "There he rested, and when he rose to continue his journey a cheese slipped out of the sack and rolled down the hill toward the bridge."

**Sample Item 2:** The student places the events in the chart in the correct order.

| 1. | The man goes to the market to buy a kettle. |
|----|---------------------------------------------|
| 2. | The man stops to rest on the way home. |
| 3. | The man tells the kettle to walk home on its own. |
| 4. | The man leaves the kettle on the road. |
| 5. | The man's wife carries the kettle home. |

**Sample Item 3:** Part A: A; Part B: A

**Sample Item 4:** D

**Sample Item 5:** D

**Sample Item 6:** The student places, "sure the kettle will follow soon" in the box under question 1 AND "concerned the kettle was left" in the box under question 2.

**Sample Item 7:** The student places "a man leaves what he is carrying in the road" under Passage 1, "a man loses what he is carrying" under Passage 2, "takes place in Nottingham" under Both, and "a man goes to a market" under Both.

**Appendix A: Sample Passages and Items – Informational**

# Passage 1: A Raft of Ants
## by Dan Risch

1     Fire ants live deep underground. But what happens when heavy rains flood their cozy homes? The fiery red insects go marching out of the nest and onto the water. There, they make a raft of their own bodies.

2     Floating on the surface, the first ants that come out build the raft. A layer of ants spreads across the water. They hold on to one another, using their claws and jaws and sticky feet.

3     What a tangle of ants! But it's just what the ants need to save their colony from drowning. As the ants weave themselves together, they don't even get their antennae wet.

4     Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft. They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)

5     Up and out the ants march until the entire nest of ants is on the raft. An average-sized nest is made up of 100,000 fire ants.

6     The floodwaters carry the raft away. Every once in a while, the bottom ants change places with the ants on top. Finally, the raft touches higher ground, where the colony can make a new nest. The ants have survived by sharing all of the work. Now that's teamwork!

7     One ant uses its jaws to hold on to another ant's leg.

8     They use claws and jaws and sticky feet!

**Appendix A: Sample Passages and Items – Informational**

# Passage 2: Insect Farmers
## by Paula Cushing

9      The farmer stepped back and surveyed her garden. It looked fine and healthy. A little more fertilizer here and there and her day's work would be done.

10      Her sisters were busy in another part of the garden gathering some of the crop to feed to the youngsters. Yes, nothing beats a good garden of young mushrooms.

11      You see, this is no ordinary farmer. She is a leaf-cutting ant.

12      I first saw leaf-cutting ants on a six-month visit to Panama. I had plenty of time to watch the ants because I lived and worked at a tropical research station on Barro Colorado Island in the Panama Canal area.

13      Barro Colorado became a biological reserve in 1923. Since then scientists from all over the world have gone there to study tropical plants and animals.

**Jungle Walks**

14      There are no roads on the island, just nature trails cutting through the jungle. Nearly every time I walked out on the trails, I had to step over a marching column of leaf-cutting ants—they seemed to be everywhere!

15      At first, the marching columns looked like little pieces of leaves moving by themselves. But when I looked more closely, I saw that each piece of leaf was being carried by a reddish ant many times smaller than the leaf. The ants had cut the leaves with their scissorlike jaws and were carrying them back to their nests.

16      Leaf cutters don't eat the leaves. Rather, they use the leaves to raise their most important food, which is a particular kind of fungus. The ants take the leaves to special rooms in their underground nests. They cut the leaves into smaller pieces, chew the pieces until they are wet and spongy, and deposit them in their garden.

17      Then the ants transplant some fungus onto their fresh "leaf-soil." Sometimes they add fertilizer that they excrete from their abdomens.

18      Adult ants feed on this fungus as well as on sap. The fungus is also eaten by the larvae, which are the baby ants.

**Appendix A: Sample Passages and Items – Informational**

18    Adult ants feed on this fungus as well as on sap. The fungus is also eaten by the larvae, which are the baby ants.

19    The fungus they grow is a type of mushroom. But the ants have been farming it for so long that it doesn't grow into anything that looks like regular mushrooms. Instead, it looks more like a mass of tiny double-headed lollipops.

**Ants, Big and Small**

20    A leaf-cutter colony is made up of ants of different sizes. Large ants go out and gather the leaves. Smaller ants guard the big ants, cut up the leaves, tend the garden, and care for the eggs and larvae.

21    The biggest ant is the queen. Her main job is to lay eggs. All of the other ants in the colony are her daughters. They have many jobs, which they do by instinct, communicating with one another and their queen when necessary.

22    Of course, ants can't talk the way we can. Instead, the ants communicate through a chemical language. They pass around their chemical messages when they feed one another. Workers pass droplets of food to other workers (their sisters). They also feed larvae. Larvae sometimes feed their nurses. The queen feeds her daughters. And workers feed their mom, the queen. An ant colony's chemical communication network is more complicated than our telephone lines.

**Appendix A: Sample Passages and Items – Informational**

**Sample Item 1**

**LAFS.3.RI.1.1**

What is one way fire ants use their claws and jaws during a flood? Use information from Passage 1 to support your answer.

Type your answer in the space provided.

**Sample Item 2**

**LAFS.3.RI.1.2**

What is the main idea of Passage 2?

Ⓐ    Leaf cutter ants grow mushrooms using leaves as soil.

Ⓑ    Leaf cutter ants work together to grow food for the entire colony.

Ⓒ    Leaf cutter ants have scissorlike jaws that are used to cut leaves.

Ⓓ    Leaf cutter ants have a queen who is the biggest ant in the colony.

**Appendix A: Sample Passages and Items – Informational**

**Sample Item 3**

**LAFS.3.RI.1.3**

Based on the information in Passage 2, place the sentences into the correct box.

| Cause | Effect |
|---|---|
| Leaf cutter ants chew leaves until they are soft and wet. | |
| Leaf cutter ants have been growing fungus for a long time. | |

| |
|---|
| Leaf cutter ants grow fungus that doesn't look like mushrooms. |
| Leaf cutter ants create soil for the fungus to grow. |

**Sample Item 4**

**LAFS.3.RI.2.4**

What does the word <u>weave</u> mean as it is used in this sentence from Passage 1?

"As the ants <u>weave</u> themselves together, they don't even get their antennae wet." (paragraph 3)

- Ⓐ crowd

- Ⓑ float

- Ⓒ gather

- Ⓓ join

**Appendix A: Sample Passages and Items – Informational**

**Sample Item 5**

**LAFS.3.RI.2.5**

Which information can be found under the heading **Jungle Walks** in Passage 2?

Ⓐ    why the ants gather leaves

Ⓑ    when the author first visited Panama

Ⓒ    how the ants communicate with the queen

Ⓓ    where the Barro Colorado reserve can be found

**Sample Item 6**

**LAFS.3.RI.2.6**

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Based on the information in Passage 1, with which statement would the author agree?

Ⓐ    Rafts are too small to fit all of the ants from a colony.

Ⓑ    Smaller colonies may not live through a flood.

Ⓒ    The ants may not survive the journey without food.

Ⓓ    Building a raft is a clever way for the ants to survive.

**Part B**

Which piece of evidence from Passage 1 supports your answer in Part A?

Ⓐ    "What a tangle of ants! But it's just what the ants need to save their colony from drowning." (paragraph 3)

Ⓑ    "Once the raft is in place, one by one and two by two, more ants march out of the nest and onto the ant raft." (paragraph 4)

Ⓒ    "They carry ant eggs, ant babies, and, of course, the queen. (Some ants may even pack a bit of food for the trip.)" (paragraph 4)

Ⓓ    "An average-sized nest is made up of 100,000 fire ants." (paragraph 5)

**Appendix A: Sample Passages and Items – Informational**

**Sample Item 7**

**LAFS.3.RI.3.7**

What does the reader understand using the information from Passage 1 and the illustration?

(A) how large an ant raft can be

(B) how many eggs can fit on the raft

(C) how the ant raft floats on top of the water

(D) how many ants are needed to make a raft

**Sample Item 8**

**LAFS.3.RI.3.9**

How are Passages 1 and 2 alike?

(A) They describe how ants communicate.

(B) They describe how ants work as a team.

(C) They describe why ants have sticky feet.

(D) They describe why ants carry large leaves.

**Appendix A: Sample Passages and Items – Informational**

**Answer Key**

**Sample Item 1:** The student types in the answer box a sentence similar to "Leaf cutter ants use their claws and jaws to hold onto each other." OR "Leaf cutter ants use their claws and jaws to build a raft."

**Sample Item 2:** B

**Sample Item 3:** The student places the correct cause with each effect.

| Cause | Effect |
|---|---|
| Leaf cutter ants chew leaves until they are soft and wet. | Leaf cutter ants create soil for the fungus to grow. |
| Leaf cutter ants have been growing fungus for a long time. | Leaf cutter ants grow fungus that doesn't look like mushrooms. |

**Sample Item 4:** D

**Sample Item 5:** A

**Sample Item 6:** Part A: D; Part B: A

**Sample Item 7:** C

**Sample Item 8:** B

**Appendix A: Sample Passages and Items – Editing Task**

There are five highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the words .

After school, Sam and his mom began to practice spelling. Sam frowning when he heard the first word: "muscle." He tried to sound it out. He carefully wrote down "mussel." His mom smiled but shook her head. Sam had gotten it wrong.

His mom explained the error, but Sam was upset. He didn't want to practice anymore. But then his mom did something strange. She made a silly, funny face. Sam was surprised, and we started to laugh.

Sams' mom was sneaky. She knew that if he laughed, he would cheer up. Then she explained that it was important for her to correct him. She was doing it becuase she wanted to help him become a better speller. Sam thought that made a lot of sense. He realized that he and his mom made a pretty good team.

**Appendix A: Sample Passages and Items – Editing Task**

In this sample set, all items are Editing Task Choice items. The student clicks on the highlighted word or phrase in the text and a drop-down menu containing options for correcting the error is shown. The last option repeats the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed.

**Sample Item 1**

**LAFS.3.L.1.1c**

Tomorrow was the spelling bee. Sam was nervous, so he asked his mom to help him practice. If he worked hard, he knew he could learn all of the words .

Answer options include:

| |
|---|
| word's |
| words' |
| wordes |
| words |

**Sample Item 2**

**LAFS.3.L.1.1e**

After school, Sam and his mom began to practice spelling. Sam frowning when he heard the first word: "muscle." He tried to sound it out. He carefully wrote down "mussel." His mom smiled but shook her head. Sam had gotten it wrong.

Answer options include:

| |
|---|
| frown |
| frowned |
| frowns |
| frowning |

**Appendix A: Sample Passages and Items – Editing Task**

**Sample Item 3**

**LAFS.3.L.1.1g**

His mom explained the error, but Sam was upset. He didn't want to practice anymore. But then his mom did something strange. She made a silly, funny face. Sam was surprised, and we started to laugh.

Answer options include:

| she |
|-----|
| he |
| I |
| we |

**Sample Item 4**

**LAFS.3.L.1.2.d and LAFS.3.L.1.2.e**

Sams' mom was sneaky. She knew that if he laughed, he would cheer up. Then she explained that it was important for her to correct him. She was doing it becuase she wanted to help him become a better speller. Sam thought that made a lot of sense. He realized that he and his mom made a pretty good team.

Answer options for the first error include:

| Sams |
|------|
| Sam's |
| Sams's |
| Sams' |

Answer options for the second error include:

| beacuse |
|---------|
| because |
| becaus |
| becuase |

**Appendix A: Sample Passages and Items – Editing Task**

**Answer Key**

**Sample Item 1:** The student selects "words."

**Sample Item 2:** The student selects "frowned."

**Sample Item 3:** The student selects "he."

**Sample Item 4:** The student selects "Sam's" AND "because"