



ELA Assessment Specifications for Teachers

Assessing the 2024 SC CCR ELA Standards

3rd Grade

Introduction

The SC READY English Language Arts (ELA) assessment specifications and content limits are based upon the development of summative assessments that measure the *2024 South Carolina College- and Career-Ready English Language Arts Standards* (SC CCR). The assessment specifications define the purpose of the SC READY ELA assessment and provide important information regarding the content to be measured. The assessment specifications also serve as a road map to guide South Carolina educators in the development and subsequent review of items that best measure the 2024 SC CCR ELA standards for 3rd grade. Each assessment specification is aligned to the given content area, strand, standard, and grade-level indicator, and includes the following key information:

- Evidence statements
- Assessment limits/content constraints
- Academic vocabulary for instruction and assessment
- Text types that may be used with an item

Overarching Expectations

New to the *2024 SC CCR ELA Standards* are the Overarching Expectations (OE). The Overarching Expectations are the fundamental skills and processes embedded in ELA instruction across all grade levels. While the Overarching Expectations (OE) are not assessed on summative assessment, the skills and processes outlined in the OE are inherently a part of many of the 2024 grade-level indicators.

Item Types

The SC READY ELA assessments are composed of various item types. These items are described at <https://ed.sc.gov/tests/tests-files/sc-ready-files/sc-ready-ela-3-5-item-types/>.

Acknowledgment

The Office of Assessment and Standards (OAS) would like to thank the South Carolina teachers and content specialists who have served on our various assessment committees. Without your expertise and input, this resource would not have been possible.

ELA.3.AOR.1.1: Explain how one or more characters develop throughout the plot.

ELA.3.AOR.1.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Characters</u> <u>Develop</u> <u>Plot</u>
Evidence Statements for ELA.3.AOR.1.1
The student will explain <i>how</i>: <ul style="list-style-type: none">• one character develops throughout the plot.• more than one character develops throughout the plot.
Assessment Limits/Content Constraints
Determining the correct response will require an understanding of: <ul style="list-style-type: none">• characters’ traits, actions, motivations, and feelings.• plot as a series of events that move the story forward.• <i>how</i> one or more characters develop over the course of a literary text. Determining the correct response will require an understanding of character development, including <i>how</i> a character’s: <ul style="list-style-type: none">• traits change throughout the plot.• feelings change throughout the plot.• actions change throughout the plot.• motivations change throughout the plot. Determining the correct response will require the explanation of <i>how</i> : <ul style="list-style-type: none">• one character develops over the course of a literary text.• more than one character develops over the course of a literary text. Explaining how a character develops goes beyond only identifying how a character has changed by the end of a story. Students should be able to identify moments/events in the entire text where a character’s traits, feelings, actions, and/or motivations shift, and explain <i>how</i> these moments/events work together to show a character’s development throughout an entire story.

ELA.3.AOR.1.1

Assessment Limits/Content Constraints, cont'd

Character development may also include characters whose traits, feelings, actions, and motivations do not change throughout the plot.

For summative assessment purposes, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.3.AOR.1.2: Identify and explain the purpose of forms of figurative language to include metaphor, hyperbole, and idioms.

ELA.3.AOR.1.2
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Explain</u> <u>Figurative Language</u> <u>Metaphor</u> <u>Hyperbole</u> <u>Idiom</u>
Evidence Statements for ELA.3.AOR.1.2
<p>The student will identify:</p> <ul style="list-style-type: none"> the purpose of metaphors. the purpose of hyperboles. the purpose of idioms. <p>The student will explain:</p> <ul style="list-style-type: none"> the purpose of metaphors. the purpose of hyperboles. the purpose of idioms.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of all forms of figurative language taught through third grade including alliteration (K), onomatopoeia (K), descriptive words (K), imagery (1), descriptive phrases (1), simile (2), personification (2), idiom (2), metaphor (3), and hyperbole (3).</p> <p>Determining the correct response will require an understanding of why authors choose to include various forms of figurative language in their writing.</p> <p>Determining the correct response will require the explanation of an author’s purpose for including different forms of figurative language in their writing (e.g., the author compared the character’s feelings to a volcano to show how angry the character was).</p>

ELA.3.AOR.1.2

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require an understanding of *how* to:

- identify the purpose of different forms of figurative language.
- explain the purpose of different forms of figurative language.

For summative assessment purposes, the student will:

- **identify** by recognizing or naming information that is implicit or explicit within a text.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 1-2

ELA.3.AOR.2.1: Identify and explain an explicit theme in a literary text and how it is developed by key details.

ELA.3.AOR.2.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Explain</u> <u>Explicit Theme</u> <u>Developed</u> <u>Key Details</u>
Evidence Statements for ELA.3.AOR.2.1
<p>The student will identify:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • key details that develop an explicit theme in a literary text. <p>The student will explain:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • <i>how</i> an explicit theme in a literary text is developed by key details.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to identify:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • key details in a literary text. <p>Determining the correct response will require an understanding of <i>how</i> key details develop an explicit theme in a literary text.</p> <p>Determining the correct response will require the explanation of:</p> <ul style="list-style-type: none"> • an explicit theme in a literary text. • <i>how</i> key details develop an explicit theme in a literary text. <p><u>The theme of a text is structured as a complete idea.</u> The theme of a text was previously referred to in ELA.1.AOR.2.1 as the “lesson” in a literary text. An explicit theme is one that is directly stated in the text. An explicit theme <i>may</i> be stated by the narrator (as is common in many fables) or <i>may</i> be stated through dialogue between characters.</p>

ELA.3.AOR.2.1

Assessment Limits/Content Constraints, cont'd

To explain **how a theme is developed**, students should be able to explain *how* an author uses:

- conflict in a story to help reveal a theme of the story.
- specific events, actions, dialogue, and/or descriptions (key details) to help reveal a theme of the story.

For summative assessment purposes, the student will:

- **identify** by recognizing or naming information that is within a text.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.3.AOR.2.2: Determine and explain a stated central idea and supporting details in an informational text.

ELA.3.AOR.2.2
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Explain</u> <u>Stated Central Idea</u> <u>Supporting Details</u>
Evidence Statements for ELA.3.AOR.2.2
<p>The student will determine:</p> <ul style="list-style-type: none">• a stated central idea in an informational text.• supporting details in an informational text. <p>The student will explain:</p> <ul style="list-style-type: none">• a stated central idea in an informational text.• supporting details in an informational text.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to determine:</p> <ul style="list-style-type: none">• a stated central idea in an informational text.• supporting details in an informational text. <p>Determining the correct response will require an understanding of how to differentiate between supporting details and general information in an informational text.</p> <p>Determining the correct response will require the explanation of:</p> <ul style="list-style-type: none">• a stated central idea in an informational text.• supporting details in an informational text. <p>A stated central idea is one that is directly stated in the text.</p> <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none">• <u>determine</u> by using information from a text to make an inference.• <u>explain</u> by making an idea and/or concept clear by describing it in detail.

ELA.3.AOR.2.2

<u>Assessment Limits/Content Constraints, cont'd</u>

DOK Range: 2

ELA.3.AOR.3.1: Determine and explain the differences between the perspectives of the characters and/or between the characters and the reader.

ELA.3.AOR.3.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Explain</u> <u>Perspectives</u> <u>Characters</u> <u>Reader</u>
Evidence Statements for ELA.3.AOR.3.1
<p>The student will determine the differences between the perspectives of:</p> <ul style="list-style-type: none"> the characters. the character(s) and the reader. <p>The student will explain the differences between the perspectives of:</p> <ul style="list-style-type: none"> the characters. the character(s) and the reader.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to determine the perspective of:</p> <ul style="list-style-type: none"> a character in a literary text. more than one character in a literary text. the perspective of the reader. <p>Determining the correct response will require an understanding of <i>how</i> to compare the perspectives of:</p> <ul style="list-style-type: none"> multiple characters. a character and the reader. more than one character and the reader. <p>Determining the correct response will require the explanation of:</p> <ul style="list-style-type: none"> the perspectives of different characters in a literary text.

ELA.3.AOR.3.1

Assessment Limits/Content Constraints, cont'd

- the difference in perspective between the character(s) and reader.

Perspective is how the narrator and/or characters perceive what is happening within the story. This perception affects how a character(s) feels about people, places, or events and how a character(s) reacts. It can also impact how the character(s) share (or withhold) information, impacting the reader's understanding of the text. **Perspective should not be confused with point of view,** which does not enter grade-level indicators until ELA.4.AOR.3.1.

For summative assessment purposes, the student will:

- **determine** by using information from a text to make an inference.
- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.3.AOR.4.1: Determine and explain an author’s purpose (e.g., what an author wants to answer, explain, or describe); identify an author’s perspective on a topic.

ELA.3.AOR.4.1
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Explain</u> <u>Author’s Purpose</u> <u>Author’s Perspective</u> <u>Topic</u>
Evidence Statements for ELA.3.AOR.4.1
<p>The student will determine an author’s purpose.</p> <p>The student will explain an author’s purpose.</p> <p>The student will identify an author’s perspective on a topic.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> author’s purpose in an informational text. <i>how</i> to determine an author’s purpose in an informational text. author’s perspective in an informational text. <i>how</i> to identify an author’s perspective in an informational text. <p>Determining the correct response will require the explanation of an author’s purpose.</p> <p>Determining the correct response will require the identification of an author’s perspective.</p> <p>Author’s purpose is defined as the author’s intent for writing (e.g., to answer, explain, describe, instruct, persuade, inform, entertain, excite, startle, sadden, or others) for the audience. Author’s purpose should be looked at over the entirety of the text, not just in a section of text. <u>Author’s purpose is structured as a complete idea describing an author’s “why,”</u> as opposed to a one-word descriptor describing an author’s “what.” An author’s purpose could be “to persuade people to recycle more often,” as opposed to just “to persuade.”</p>

ELA.3.AOR.4.1

Assessment Limits/Content Constraints, cont'd

Author's perspective in informational texts is defined as an author's or speaker's unique attitude toward a topic or perception of an issue or event.

For summative assessment purposes, the student will:

- **determine** by using information from a text to make an inference.
- **explain** by making an idea and/or concept clear by describing it in detail.
- **identify** by recognizing or naming information that is implicit or explicit within a text.

DOK Range: 2-3

ELA.3.AOR.5.1: Explain how sections of literary text (e.g., paragraphs, chapters, scenes, and stanzas) build on one another and contribute to the overall structure.

ELA.3.AOR.5.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Paragraphs</u> <u>Chapters</u> <u>Stanzas</u> <u>Lines</u> <u>Scenes</u> <u>Stage Directions</u> <u>Build on One Another</u> <u>Structure</u>
Evidence Statements for ELA.3.AOR.5.1
<p>The student will explain <i>how</i>:</p> <ul style="list-style-type: none"> • sections of a literary text build on one another. • sections of a literary text contribute to the overall structure.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of text structures common to literary texts including:</p> <ul style="list-style-type: none"> • narratives. • poems. • dramas. <p>The <u>focus of this indicator is on <i>how</i> structural elements of literary texts function within a text</u>, not on how the content of the structural element affects the overall plot of a story. For example, if given a paragraph from a text, students should be able to explain how the paragraph fits within the overall structure of the text (e.g., this paragraph introduces the conflict in the text), as opposed to how the content of the paragraph impacts the plot or characters in the story (e.g., this paragraph shows why Alexa is afraid of spiders and that she will have to overcome her fear).</p>

ELA.3.AOR.5.1

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.

DOK Range: 2-3

ELA.3.AOR.5.2: Explain how basic text features contribute to meaning in an informational text; identify the text structures of description/list and/or cause and effect.

ELA.3.AOR.5.2
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Explain</u> <u>Text Features</u> <u>Contribute</u> <u>Meaning</u> <u>Identify</u> <u>Text Structure</u> <u>Description/List</u> <u>Cause and Effect</u>
Evidence Statements for ELA.3.AOR.5.2
<p>The student will explain <i>how</i> basic text features contribute to meaning in an informational text.</p> <p>The student will identify the text structures of:</p> <ul style="list-style-type: none"> • description/list. • cause and effect.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i>:</p> <ul style="list-style-type: none"> • to identify text features in an informational text. • to use text features in an informational text. • text features contribute to meaning in an informational text. • to explain <i>how</i> text features contribute to meaning in an informational text. • to identify text structures in an informational text. <p>Determining the correct response will require an understanding of text features including, but not limited to, titles (K), headings (K), subheadings (K), illustrations (K), photographs (K), captions (1), graphs (1), glossaries (1), tables of content (1), maps (1), and key facts (1).</p> <p>Determining the correct response will require the explanation of <i>how</i> text features contribute to meaning in an informational text.</p>

ELA.3.AOR.5.2

Assessment Limits/Content Constraints, cont'd

Determining the correct response will require the identification of the text structures of:

- description/list.
- cause and effect.

To explain how **text features contribute to meaning**, students should be able to explain *how* the content and/or structure of a text feature helps the reader understand:

- a central idea in a text.
- supporting details in a text.
- important information in a text.
- the author's perspective.
- the author's purpose.

Students should also be able to explain how an author's choice to include one text feature over another affects how the information is presented (e.g., using a bar graph to show numerical data makes the information easier to understand than using a narrative to explain the data).

For summative assessment purposes, students may be asked about the text structure of a section of text or the entire text.

For summative assessment purposes, the student will:

- **explain** by making an idea and/or concept clear by describing it in detail.
- **identify** by recognizing or naming information that is implicit or explicit within a text.

DOK Range: 1-2

ELA.3.AOR.5.3: Identify an author’s claim, and explain how an author uses reasons to support that claim in an informational text.

ELA.3.AOR.5.3
Text Types
Literary nonfiction, informational texts, poetry, journal entries, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Explain</u> <u>Author’s Claim</u> <u>Reasons</u> <u>Support</u>
Evidence Statements for ELA.3.AOR.5.3
The student will identify an author’s claim in an informational text.
The student will explain <i>how</i> an author uses reasons to support a claim in an informational text.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of:</p> <ul style="list-style-type: none"> • what is an author’s claim in an informational text. • reasons an author uses to support a claim in an informational text. <p>Determining the correct response will require the explanation of <i>how</i> an author uses reasons to support a claim in an informational text.</p> <p>Author’s claim is defined as an arguable statement made and supported by an author. A strong claim is focused, clear, and debatable. The language of author’s claim is first introduced in this indicator. Students previously identified an author’s opinion.</p> <ul style="list-style-type: none"> • An example of a claim is: Cats make better pets than dogs. • An example of an opinion is: I like cats. <p>A reason is a statement that supports the claim.</p> <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none"> • <u>identify</u> by recognizing or naming information that is implicit or explicit within a text. • <u>explain</u> by making an idea and/or concept clear by describing it in detail. <p>DOK Range: 2-3</p>

ELA.3.AOR.6.1: Summarize a text to enhance comprehension: a. include plot, theme, and key details for a literary text; and b. include a central idea and supporting details for an informational text.

ELA.3.AOR.6.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Summarize</u> <u>Plot</u> <u>Theme</u> <u>Key Details</u> <u>Central Idea</u> <u>Supporting Details</u>
Evidence Statements for ELA.3.AOR.6.1
<p>The student will summarize literary texts to enhance comprehension, by including plot, theme, and key details.</p> <p>The student will summarize informational texts to enhance comprehension, by including a central idea and supporting details.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of what is a summary.</p> <p>Determining the correct response will require an understanding of <i>how</i> to summarize to enhance comprehension by including:</p> <ul style="list-style-type: none"> • plot, theme, and key details for a literary text. • central idea and supporting details for an informational text. <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none"> • <u>summarize</u> by condensing a section of text or an entire text to its most important ideas and information. Summarizing leads to analysis. <p>DOK Range: 2-3</p>

ELA.3.AOR.7.1: Determine or clarify the meaning of known and unknown words and phrases, choosing from an array of strategies: a. use sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase; b. consult print and digital reference materials to build and integrate background knowledge; and c. consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

ELA.3.AOR.7.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Clarify</u> <u>Context Clues</u> <u>Print and Digital Reference Materials</u> <u>Part of Speech</u>
Evidence Statements for ELA.3.AOR.7.1
<p>The student will determine the meaning of known and unknown words and phrases.</p> <p>The student will clarify the meaning of known and unknown words and phrases.</p> <p>The student will use sentence-level context clues to determine the meaning of a word or phrase.</p> <p>The student will consult print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> to:</p> <ul style="list-style-type: none"> determine the meaning of known and unknown words and phrases. clarify the meaning of known and unknown words and phrases. <p>Determining the correct response will require an understanding of <i>how</i> to use:</p> <ul style="list-style-type: none"> sentence-level context clues to determine the meaning of a word or phrase. entries in print and digital reference materials to find the pronunciation, part of speech, and to determine or clarify the precise meaning of words and phrases.

ELA.3.AOR.7.1

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes, the student will:

- be provided with a reference source as part of an item's stimulus as applicable.
- **determine** by using information from a text to make an inference.
- **clarify** by explaining relationships, meanings, thinking, and/or ideas to aid and improve understanding and distinguish between nuanced ideas or definitions.

DOK Range: 1-2

ELA.3.AOR.8.1: Determine an author’s use of words and phrases in grade-level literary, informational, and multimedia texts: a. distinguish between literal and nonliteral meanings of words and phrases (e.g., take steps); b. identify real-life connections between words and their use (e.g., describe people who are helpful); and c. determine relationships between words (e.g., synonyms and antonyms) to better understand each of the words.

ELA.3.AOR.8.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches, multimedia texts
2024 Academic Vocabulary for Instruction and Assessment
<u>Determine</u> <u>Literal Meanings</u> <u>Nonliteral Meanings</u> <u>Relationships Between Words (synonyms, antonyms)</u>
Evidence Statements for ELA.3.AOR.8.1
<p>The student will determine an author’s use of words and phrases in grade-level:</p> <ul style="list-style-type: none"> • literary texts. • informational texts. • multimedia texts. <p>The student will distinguish between literal and nonliteral meanings of words and phrases.</p> <p>The student will demonstrate an understanding of words based on the word’s relationship to other words.</p>
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of <i>how</i> an author uses literal and nonliteral meanings of words and phrases in a text and distinguishing the difference between them.</p> <p>Literal and nonliteral meanings of words and phrases refers to words and phrases that have dual meaning and can be used in ways that are similar to how idioms are used. For example, in the phrase “take steps.” When taken literally, the phrase could mean to take possession of physical steps. When taken nonliterally, the phrase could mean to begin to address a situation.</p> <p>Determining the correct response will require an understanding of <i>how</i> to determine the relationship between words to better understand each word.</p>

ELA.3.AOR.8.1

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes, multimedia can include transcripts of audio, images, or comic panels. Summative assessment *will not include* audio or video.

For summative assessment purposes, the student will:

- **determine** by using information from a text to make an inference.

DOK Range: 1-2

ELA.3.AOR.9.1: Identify and use derivational morphemes, prefixes, suffixes, and phonic patterns to determine the meaning of words in grade-level content.

ELA.3.AOR.9.1
Text Types
Literary fiction, historical fiction, science fiction, fantasy, mysteries, folktales, fables, myths, tall tales, drama, poetry, journal entries, literary nonfiction, informational texts, poetry, speeches
2024 Academic Vocabulary for Instruction and Assessment
<u>Identify</u> <u>Use</u> <u>Prefixes</u> <u>Suffixes</u> <u>Determine</u>
Evidence Statements for ELA.3.AOR.9.1
The student will identify prefixes and use them to determine the meaning of words in grade-level content.
The student will identify suffixes and use them to determine the meaning of words in grade-level content.
Assessment Limits/Content Constraints
<p>Determining the correct response will require an understanding of the function of:</p> <ul style="list-style-type: none"> • prefixes in unknown words in grade-level content. • suffixes in unknown words in grade-level content. <p>Determining the correct response will require an understanding of <i>how</i> to identify and use:</p> <ul style="list-style-type: none"> • prefixes to determine the meaning of unknown words in grade-level content. • suffixes to determine the meaning of unknown words in grade-level content. <p>For summative assessment purposes, vocabulary items will be text-based. There <i>is not</i> a prescribed list of prefixes or suffixes for students at each grade level. The term “derivational morphemes” <u>will not</u> be assessed on summative assessment.</p> <p>For summative assessment purposes, the student will:</p> <ul style="list-style-type: none"> • <u>identify</u> by recognizing or naming information that is implicit or explicit within a text. • <u>use</u> by applying information to deepen and/or improve understanding. • <u>determine</u> by using information from a text to make an inference. <p>DOK Range: 1-2</p>

ELA.3.R.1.1: Ask and answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.

ELA.3.R.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Narrow Thinking</u> <u>Broaden Thinking</u> <u>Topic for Inquiry</u>
Evidence Statements for ELA.3.R.1.1
The student will ask questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry. The student will answer questions about print and non-print sources to narrow or broaden thinking about a topic for inquiry.
Assessment Limits/Content Constraints
Determining the correct response will require an understanding of <i>how</i> to: <ul style="list-style-type: none">• use print or non-print sources to generate a question about a topic for inquiry.• use print or non-print sources to answer a question about a topic for inquiry.• narrow thinking about a topic for inquiry.• broaden thinking about a topic for inquiry. <p>Narrowing means asking exploratory questions for the purpose of focusing and refining research.</p> <p>Broadening means exploring a topic for the purpose of expanding thinking.</p> <p>For summative assessment purposes, students may be presented with a scenario, sources, and/or findings from research.</p> <p>DOK Range: 2-3</p>

ELA.3.R.1.2: Group findings from a provided print or non-print source.

ELA.3.R.1.2
2024 Academic Vocabulary for Instruction and Assessment
<u>Group</u> <u>Findings</u> <u>Print Source</u> <u>Non-print Source</u>
Evidence Statements for ELA.3.R.1.2
The student will group findings from a provided print or non-print source.
Assessment Limits/Content Constraints
Determining the correct response will require an understanding of <i>how</i> to group findings from a provided print or non-print source. For summative assessment purposes , students may be presented with a scenario and/or findings from research. DOK Range: 2

ELA.3.C.1.1: Write opinion pieces about a topic. When writing: a. introduce a topic; include an opinion statement; b. include reasons supported by details from a provided source; c. use grade-appropriate transitions to link ideas; d. organize information; and e. provide a concluding statement.

ELA.3.C.1.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Opinion Piece</u> <u>Opinion Statement</u> <u>Reasons</u> <u>Provided Source</u> <u>Organize Information</u> <u>Concluding Statement</u>
Evidence Statements for ELA.3.C.1.1
<p>The student will draw on provided informational source material to write an opinion piece about a topic by:</p> <ul style="list-style-type: none"> • introducing a topic. • including an opinion statement. • including reasons supported by details from a provided source. • using grade-appropriate transitions to link ideas. • organizing information. • providing a concluding statement.
Assessment Limits/Content Constraints
<p>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</p> <ul style="list-style-type: none"> • a response that introduces a topic. • an opinion statement based on a scenario or text. • a reason(s) that supports the opinion. • a detail(s) from a provided source that support the opinion. • a transition to link ideas. • a response that best organizes information. • a concluding statement. <p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • <u>a stand-alone item will only address one aspect of the grade-level indicator.</u> <p>DOK Range: 2-3</p>

ELA.3.C.2.1: Write informative/explanatory pieces to examine a topic and provide information. When writing: a. introduce a topic; b. develop the topic with facts, definitions, and/or details related to the topic; c. group information and use grade-appropriate transitions to link ideas; d. use precise language and vocabulary to inform or explain about the topic; e. use and explain information from a provided source; and f. provide a concluding statement or section.

ELA.3.C.2.1	
2024 Academic Vocabulary for Instruction and Assessment	
<u>Informative/Explanatory Piece</u> <u>Examine</u> <u>Topic</u> <u>Facts</u> <u>Definitions</u> <u>Details</u> <u>Group Information</u> <u>Precise Language and Vocabulary</u> <u>Transitions to Link Ideas</u> <u>Provided Source</u> <u>Concluding Statement or Section</u>	
Evidence Statements for ELA.3.C.2.1	
<p>The student will draw on provided informational source material to write an informative/explanatory piece to examine a topic and provide information by:</p> <ul style="list-style-type: none"> • introducing a topic. • developing the topic with facts related to the topic. • developing the topic with definitions related to the topic. • developing the topic with details related to the topic. • grouping information. • using grade-appropriate transitions. • using precise language and vocabulary to inform or explain about the topic. • using and explaining information from provided sources. • providing a concluding statement or section. 	
Assessment Limits/Content Constraints	
<p>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</p> <ul style="list-style-type: none"> • a response that introduces a topic. 	

ELA.3.C.2.1

Assessment Limits/Content Constraints, cont'd

- facts, definitions, and/or details that develop a topic.
- the best way to group information.
- transitions to link ideas.
- language or vocabulary that precisely informs or explains about a topic.
- information from a source that best develops a topic.
- a concluding statement.

For summative assessment purposes:

- a stand-alone item will only address one aspect of the grade-level indicator.

DOK Range: 2-3

ELA.3.C.3.1: Write narratives to develop real or imagined experiences. When writing: a. establish a setting and introduce a narrator or characters; b. use temporal words and phrases to sequence a plot structure; c. use descriptions of actions, thoughts, and feelings to develop characters; and d. provide an ending.

ELA.3.C.3.1
2024 Academic Vocabulary for Instruction and Assessment
<u>Narrative</u> <u>Setting</u> <u>Narrator</u> <u>Characters</u> <u>Temporal Words and Phrases</u> <u>Plot Structure</u> <u>Develop</u> <u>Descriptions of Actions</u> <u>Descriptions of Thoughts</u> <u>Descriptions of Feelings</u> <u>Ending</u>
Evidence Statements for ELA.3.C.3.1
<p>The student will draw on provided literary source material to write a narrative to develop real or imagined experiences by:</p> <ul style="list-style-type: none"> • establishing a setting. • introducing a narrator or characters. • using temporal words and phrases to sequence a plot structure. • using descriptions of actions, thoughts, and/or feelings to develop characters. • providing an ending.
Assessment Limits/Content Constraints
<p>The student <i>may</i> be presented with a scenario or sample writing to examine and asked to select:</p> <ul style="list-style-type: none"> • a response that establishes a setting. • a response that introduces a narrator or character(s). • temporal words or phrases to sequence events. • a description of actions, thoughts, and/or feelings to develop characters. • an ending.

ELA.3.C.3.1

Assessment Limits/Content Constraints, cont'd

For summative assessment purposes:

- a stand-alone item will only address one aspect of the grade-level indicator.
- the TDW item will address all aspects of the grade-level indicator. Students will be provided with a passage and prompt related to the passage. Students will write a response to the prompt. The provided passage is a document of inspiration for the student's response. Refer to the SC READY TDW Rubric "To Convey and Experience" for grades 3-4.

DOK Range: 2-3

ELA.3.C.4.1: Write and expand grammatically correct sentences (e.g., simple, compound, and complex) and paragraphs. When writing: a. capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue; b. use periods to punctuate abbreviations and within quotation marks; c. use commas and quotation marks to indicate direct speech and quotations from a text; use commas to separate items in a series and phrases and clauses; d. use apostrophes to create contractions; e. distinguish between and use interrogative and demonstrative pronouns; f. distinguish between and use comparative and superlative adverbs; g. identify and use prepositional phrases; h. use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses; i. explain the function of adjectives and adverbs in simple, compound, and complex sentences; j. distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses; k. identify and revise sentence fragments and run-on sentences; and l. consult print and multimedia sources to check and correct spelling.

ELA.3.C.4.1
Evidence Statements for ELA.3.C.4.1
<p>The student will use the rules of standard English grammar and conventions to write and expand grammatically correct sentences and paragraphs.</p> <p>The student will:</p> <ul style="list-style-type: none"> • capitalize nouns (organizations, monuments, and landmarks) and appropriate words in titles and dialogue. • use periods to punctuate abbreviations and within quotation marks. • use commas and quotation marks to indicate direct speech and quotations from a text. • use commas to separate items in a series and phrases and clauses. • use apostrophes to create contractions. • distinguish between and use interrogative and demonstrative pronouns. • distinguish between and use comparative and superlative adverbs. • identify and use prepositional phrases. • use frequently occurring nouns, verbs (regular and irregular), and simple verb tenses. • explain the function of adjectives and adverbs in simple, compound, and complex sentences. • distinguish between and use coordinating and subordinating conjunctions and independent and dependent clauses. • identify and revise sentence fragments and run-on sentences.
Assessment Limits/Content Constraints
<p>For summative assessment purposes:</p> <ul style="list-style-type: none"> • <u>a stand-alone item will only address one aspect of the grade-level indicator.</u> • the student <i>may</i> be asked to choose a response that correctly applies convention rules. • the student <i>may</i> be presented with a sentence or section of text and asked to correct an error.

ELA.3.C.4.1

<u>Assessment Limits/Content Constraints, cont'd</u>

DOK Range: 1-2

ELA.3.C.5.1: Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing.

ELA.3.C.5.1
Evidence Statements for ELA.3.C.5.1
<p>The student will improve writing by:</p> <ul style="list-style-type: none">• planning.• revising.• editing.• building on personal ideas and the ideas of others.
Assessment Limits/Content Constraints
<p>Determining the correct response will require identification of:</p> <ul style="list-style-type: none">• effective planning needed to strengthen writing.• revisions to strengthen writing.• edits to strengthen writing.• effective feedback from others to strengthen writing. <p>For summative assessment purposes, the student:</p> <ul style="list-style-type: none">• <i>may</i> be provided with a short sample of text and asked to select an option that edits a text to strengthen writing.• <i>may</i> be provided with a short sample of text and asked to select an option that revises a text to strengthen writing.• <i>may</i> be provided with a short sample of text and feedback from a teacher or peer. Using the suggested feedback, the student will select an option that edits or revises the text based on the feedback provided.• will apply planning, editing, and revising to the TDW response. <p>DOK Range: 1-2</p>