## English Language Arts Specification: Grade 3 Claim 1 Target 3

<table>
<thead>
<tr>
<th>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target 3: WORD MEANINGS:</strong> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary), with <strong>primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.</strong></td>
</tr>
</tbody>
</table>

### Clarifications

Targeted vocabulary words and phrases should be on or up to two grade levels above testing grade. **Words must be important to the text and worthwhile assessing.** Answer choices need to be ON or BELOW grade level. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). The vocabulary focus of this target is on determining meaning of tier 2 words based on context.

For a list of academic/tier 2 words, see Page 70 in the item specifications.

No more than 2% of items will consist of those assessing the following concentrations: antonyms and synonyms; Greek or Latin roots, affixes or suffixes; and the use of resources.

Use “passage” in the stem when referring to the stimulus.

### Standards

**RL-4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.

**L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **grade 3 reading and content**, choosing flexibly from a range of strategies.

a. **Use sentence-level context as a clue to the meaning of a word or phrase.**

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).

c. **Use a known root word as a clue to the meaning of an unknown word with the same root** (e.g., company, companion).

d. **Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.**

**L-5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

### DOK/Difficulty Levels/Cognitive Complexity

DOK 1, DOK 2

### Stimuli/Passages

**Stories:** Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction

**Drama:** Includes staged dialogue and brief familiar scenes

**Poetry:** Includes the subgenres of the narrative poem and free-verse poem
### Stimuli/Text Complexity

Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.

Clarification for Dual-Text Stimuli:
- When a dual-text stimulus contains two literary texts, items can focus on either text and must include items across texts.
- When a dual-text stimulus contains one literary and one informational text, **all items must** focus on the literary text, and must include items written across both texts. The informational text **must only** be used as a foundational piece for the set of items, and no items can be written for **only** the informational text.

### Accessibility Concerns

Students will be required to read grade-level literary texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.

### Evidence Required

1. The student will determine the meaning of a word or phrase based on its context in a literary text.
2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.
3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.
4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.

### Allowable Item Types

Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (HT)

### Allowable Tools

Computer-simulated dictionary, glossary, thesaurus
Task Model 1
Item Type: Multiple Choice, single correct response (MC)
DOK: 1, 2

Stimulus: Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.

Task Description:
The item stem will pose a question about the meaning of a target word or phrase in the text. If the text is long and/or dense, the stem will direct the student to where the word/phrase can be found in the text, OR the stem will include the sentence(s) in which the word/phrase is used. If the latter, the quoted sentence(s) will contain the context the students need to determine the meaning.

The answer choices will present four or more options of similar structure using vocabulary on or below grade level. The correct answer will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase and not its context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning.

Distractors will reflect common student errors.
Rationales should state the justification for the type of plausible distractor.

Target Evidence Statements:
1. The student will determine the meaning of a word or phrase based on its context in a literary text.
2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.
3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.
4. The student will use Greek or Latin word parts to determine the correct meaning of an unknown word or phrase in a literary text.

Appropriate Stems:
- In [paragraph/line], what is the meaning of the word [underlined word]?
- Which [word(s)/phrase] best state(s) the meaning of the [word/phrase] [word/phrase]?
- Read the sentence(s) from the passage. [directly quoted sentence(s) or line(s) from passage, with targeted phrase underlined]
Which phrase best states the meaning of [underlined phrase]?
- Read the sentence(s) from the passage. [directly quoted sentence or line from passage, with targeted word underlined]
What does the word [underlined word] most likely mean?
- Read the sentence(s) from the passage. [directly quoted sentence or line from passage, with targeted word underlined]
The word [underlined word] has multiple meanings. What does the word mean?
<table>
<thead>
<tr>
<th><strong>underlined word</strong></th>
<th><strong>most likely</strong> tell the reader about [idea/event/character/story element]?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read the sentence(s) from the passage. [directly quoted sentences or lines from passage, with <strong>targeted word</strong> underlined]</td>
<td></td>
</tr>
<tr>
<td>A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [<strong>underlined word</strong>]?</td>
<td></td>
</tr>
<tr>
<td>• What is the antonym, or opposite, of the word [<strong>underlined word</strong>] as it is used in paragraph [paragraph #] of the passage?</td>
<td></td>
</tr>
<tr>
<td>• Read the sentence(s) from the passage. [directly quoted sentence or line from passage, with <strong>targeted word</strong> underlined]</td>
<td></td>
</tr>
<tr>
<td>Pick the word that <strong>best</strong> defines [<strong>underlined word</strong>] as it is used in the sentence.</td>
<td></td>
</tr>
<tr>
<td>• Read the sentence(s) from the passage. [directly quoted sentence or line from passage, with <strong>targeted word/phrase</strong> underlined]</td>
<td></td>
</tr>
<tr>
<td>What does the author tell the reader by using [<strong>underlined word/phrase</strong>]?</td>
<td></td>
</tr>
<tr>
<td>• Read the sentence(s) from the passage. [directly quoted sentence or line from passage, with <strong>targeted word</strong> underlined]</td>
<td></td>
</tr>
<tr>
<td>Which [dictionary/glossary] entry <strong>best</strong> defines [<strong>underlined word</strong>]?</td>
<td></td>
</tr>
<tr>
<td>• Read the sentence(s) from the passage. [directly quoted sentence or line from passage, with <strong>targeted word</strong> underlined]</td>
<td></td>
</tr>
<tr>
<td>What does the [root/ affix] in the word [<strong>underlined word</strong>] mean?</td>
<td></td>
</tr>
</tbody>
</table>

**Appropriate Stems for Dual-Text Stimuli Only:**

| • Read the sentence(s) from [text #1 name OR informational text name]. [directly quoted sentence or line from passage, with **targeted word/phrase** underlined] |
| Which sentence from [text #2 name] has a [word/phrase] that means the same thing as [**underlined word/phrase**]? |
| • First, read the sentence(s) from [text #1 name]. [directly quoted sentence or line from passage, with **targeted word** underlined] |
| Now read the sentence(s) from [text #2 name OR informational text name]. [directly quoted sentence or line from passage, with **targeted word** underlined] |
| Which dictionary definition **best** defines [**underlined word**] as it is used in both passages? |

**Scoring Rules:**
Correct response: 1 point; Incorrect response: 0 points
### Task Models

<table>
<thead>
<tr>
<th>Task Model 2</th>
<th>Stimulus: Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Type: Multiple Choice, multiple correct response (MS)</td>
<td><strong>Task Description:</strong> The item stem will pose a question about the meaning of a target word or phrase in the text. If the text is long and/or dense, the stem will direct the student to where the word/phrase can be found in the text, OR the stem will include the sentence(s) in which the word/phrase is used. If the latter, the quoted sentence(s) will contain the context the students need to determine the meaning. The answer choices will present five or more options of similar structure using vocabulary on or below grade level. The two or three correct answers will be a clearly discernible and correct meaning of the word or phrase. The distractors will be meanings that may be plausible to students who 1) use another meaning of the word/phrase and not its context, 2) misinterpret the word, phrase, and/or context, or 3) use the wrong context to determine the meaning. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</td>
</tr>
<tr>
<td>DOK: 1, 2</td>
<td><strong>Target Evidence Statements:</strong> 1. The student will determine the meaning of a word or phrase based on its context in a literary text. 2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.</td>
</tr>
</tbody>
</table>

**Appropriate Stems:**
- Read the sentence(s) from the passage.
  [directly quoted sentence or line from passage, with targeted word underlined]
  The word [underlined word] has multiple meanings. What does the word [underlined word] most likely tell the reader about [idea/event/character/story element]? Pick [two/three] choices. OR Pick all that are correct.
- Read the sentence(s) from the passage.
  [directly quoted sentence or line from passage, with targeted word/phrase underlined]
  What does the author tell the reader with the use of [underlined word/phrase]? Pick [two/three] choices. OR Pick all that are correct.

**Scoring Rules:**
Correct response: 1 point; Incorrect response: 0 points
| Task Model 3 | **Stimulus:** Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 3–5 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase.  

**Task Description:**  
The **item stem** will require students to select the word(s) from a sentence/paragraph that best match a given definition. If the text is long and/or dense, the stem may direct the student to select from only specific parts of the text.  
The **answer choices** will be a sentence(s) or paragraph from the text with a range of four to seven delimited words. The distractor words of the text will be vocabulary on or below grade level and plausible to students who 1) do not read the text closely, 2) do not understand the definition, concept, or idea presented, or 3) use context for the wrong meaning of the target word/phrase. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor.  

**Target Evidence Statements:**  
1. The student will determine the meaning of a word or phrase based on its context in a literary text.  
2. The student will determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a literary text.  
3. The student will use resources to determine the correct meaning of an unknown word or phrase in a literary text.  

**Appropriate Stems:**  
- First, read the dictionary definition. Then, read the directions that follow.  
  [Dictionary definition of the targeted word]  
  Click on the word in the [sentence(s)/paragraph] that **most closely** match(es) the definition above.  
- The author uses a word that means [definition of academic word] in the passage. Click on the word in the [sentence/paragraph] that means **closest** to that idea.  

**Appropriate Stems for Dual-Text Stimuli Only:**  
- Read the sentence(s) from [text #1 name].  
  [directly quoted sentence or line from passage, with **targeted** word/phrase underlined]  
  Now click on the [word/phrase] in the following paragraph from [text #2 name OR informational text name]. that means the same thing as [underlined word/phrase]?  

**Scoring Rules:**  
Correct response: 1 point; Incorrect response: 0 points
Format Example:
Note that delimited text is a whole, continuous section of text. The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding formatting purposes only.

<table>
<thead>
<tr>
<th>First, read the dictionary definition. Then, complete the task.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(v) 1. gather together or acquire an increasing number or quantity of</td>
</tr>
<tr>
<td>Click on the word in the paragraph that <strong>most closely</strong> matches the definition provided.</td>
</tr>
<tr>
<td>The snow on the side of the road was really starting to [accumulate]. The grass was now a pure, sparkling white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [negotiated] the narrow on-ramp to the interstate. I couldn’t help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven’t seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn’t quite sure what our destination was, but I had to quickly admit that it wasn’t my first suspicion as I read the sign that said, “Thank You for Visiting Delaware, Come Back Soon!” and then just as quickly, “Welcome to Maryland, Buckle-Up and Please Drive Safely.” Now I was completely [stumped] as to which mysterious locale my sister was [whisking] us off to.</td>
</tr>
</tbody>
</table>