Grade: 3	
Claim: Reading Literature: Students read and demonstrate comprehension of grade-level complex literary text.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment** **The student's response:**
RL 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and/or answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1) [1]
RL 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	• Provides a recounting of stories, including fables, folktales, and myths from diverse cultures. (1) • Provides a statement of the central message, lesson, or moral in a text. (2) • Provides an explanation of how a central message, lesson, or moral is conveyed through details in a text. (3)
RL 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• Provides a description of characters in a story (e.g., their traits, motivations, or feelings). (1) • Provides an explanation of how characters' actions contribute to the sequence of events. (2)
RL 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	• Provides references to parts of stories, dramas, and poems when writing about a text, using terms such as chapter, scene, and stanza.(1) • Provides a description of how each successive part of a text builds on earlier sections. (2)
RL 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	• Provides an explanation of how a specific aspect of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize an aspect of a character or setting). (1)
RL 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	• Provides a comparison and contrast of the **themes** of stories written by the same author about the same or similar characters (e.g., in books from a series). (1) • Provides a comparison and contrast of the **settings** of stories written by the same author about the same or similar characters (e.g., in books from a series). (2) • Provides a comparison and contrast of the **plots** of stories written by the same author about the same or similar characters (e.g., in books from a series). (3)

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

Grade: 3

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

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

Standards:	Evidences to be measured on the PARCC Summative Assessment The student's response:
RI 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	• Provides questions and answers that show understanding of a text, referring explicitly to the text as the basis for the answers. (1)[2]
RI 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.	• Provides a statement of the main idea of a text. (1) • Provides a recounting of key details in a text. (2) • Provides an explanation of how key details in a text support the main idea. (3)
RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	• Provides a description of the relationship between **a series of historical events**, using language that pertains to time, sequence and/or cause/effect**. (1) • Provides a description of the relationship **between scientific ideas or concepts,** using language that pertains to time, sequence and/or cause/effect. (2) • Provides a description of the relationship **between steps in technical procedures in a text,** using language that pertains to time, sequence and/or cause/effect. (3)
RI 5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	• Demonstrates use of **text features** to locate relevant information (e.g., key words, sidebars). (1) • Demonstrates use of **search tools** to locate relevant information (e.g., key words, sidebars, hyperlinks). (2)
RI 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	• Demonstrates use of information gained from illustrations (e.g., maps, photographs) and words in a text to show understanding of the text (e.g., where, when, why, and how key events occur). (1)
RI 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	• Provides a description of the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (1)
RI 9: Compare and contrast the most important points and key details presented in two texts on the same topic.	• Provides a comparison and contrast of the most important points and/or key details presented in two texts on the same topic. (1)

Grade: 3	
Claim: Vocabulary Interpretation and Use: Students use context to determine the meaning of words and phrases.	
Items designed to measure this claim may address the standards and evidences listed below:	
Standards:	**Evidences to be measured on the PARCC Summative Assessment** **The student's response:**
RL 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	• Demonstrates the ability to determine the meaning of words and phrases as they are used in a text. (1) • **FOR DIAGNOSTIC ONLY**: Distinguishes literal from nonliteral language. (2)
RI 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	• Demonstrates the ability to determine the meaning of general academic words or phrases in a text relevant to a grade 3 topic or subject area. (1) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (2)
L 4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. 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.	• Demonstrates the ability to determine the meaning of words and phrases, using sentence-level context as a clue to the meaning of a word or phrase. (1) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (2) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to use a known root word as a clue to the meaning of an unknown word with the same root. (3)
L 5: Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	• Provides distinctions between the literal and nonliteral meanings of words and phrases. (1) • Provides distinction(s) between shades of meaning among related words that describe states of mind or degrees of certainty (*e.g. knew, believed, suspected, heard, wondered*). (2) • **FOR DIAGNOSTIC ONLY**: Demonstrates the ability to identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). (3)
L 6: Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	• Provides a statement demonstrating the accurate meaning and use of grade-appropriate conversational and general academic words and phrases, including those that signal spatial and temporal relationships (*e.g., After dinner that night we went looking for them*). (1)