



ELA Item Specifications

GRADE 3

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Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzMERIT) is Arizona’s statewide achievement test. AzMERIT assesses the Arizona College and Career Ready Standards (AzCCRS) adopted by the Arizona State Board of Education in 2010. AzMERIT will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzMERIT tests are computer-based, meaning that they can better assess students’ critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzMERIT items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzMERIT items are generally representative of Arizona’s geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AzMERIT Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each *Item Specifications* document indicates the alignment of items with the AzCCRS. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzMERIT are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzMERIT has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzMERIT ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzMERIT is designed to reflect the importance of using evidence and reading complex texts outlined in the AzCCRS. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

Item Development Process

AzMERIT items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzMERIT.



Sample tests are available online for the ELA portion of AzMERIT. For more information view the Guide to the Sample Tests at <http://azmeritportal.org/>.

Test Construction Guidelines

The construction of the AzMERIT assessment is guided by the depth and rigor of the Arizona College and Career Ready Standards. Items are created to address key components of the standards and assess a range of important skills. The AzMERIT Blueprint provides an overview of the distribution of items on the AzMERIT according to the standards. Further, the AzMERIT blueprint outlines the Depth of Knowledge distribution of items.

Blueprint

The AzMERIT blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

Grade 3		
Strand	Minimum	Maximum
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the AzCCRS. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzMERIT.

<i>Percentage of Points by Depth of Knowledge (DOK) Level</i>				
Grade 3	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	16%–19%

For more information on DOK, please visit www.azed.gov/AzMERIT.

Item Formats

The AzMERIT Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 3 computer based assessment for AzMERIT:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzMERIT Sample Tests at <http://azmeritportal.org/>.

TEI Type	Description
Editing Task Choice (ETC)	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.
Evidence-Based Selected Response (EBSR)	Multiple Choice/Multiple Select Format – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item <i>or</i> a “Part B” Multi-Select item (see below). Multiple Choice/Hot Text Format – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below).

Graphic Response Item Display (GRID)	The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. 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.
Hot Text (HT)	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. 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.
	Drag-and-Drop Hot Text - Certain numbers, 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 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.
Matching Item (MI)	The student checks a box to indicate if information from a column header matches information from a row. 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.
Multi-Select (MS)	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.
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.
Writing Prompt Items	Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.

Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzMERIT: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzMERIT has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona College and Career Ready Standards.

Reading Passage stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350
11	350–1400

Editing Task stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250
9–11	250–300

Listening Stimuli will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

Listening Timing		Passage Word Counts	
Grade Level	Minutes	Grade Level	Words
3	0.75–2.0	3	200–250
4	0.75–2.0	4	200–250
5	0.75–2.0	5	250–300
6	0.75–2.0	6	250–300
7	0.75–2.0	7	300–350
8	0.75–2.0	8	300–350
9	0.75–2.0	9	300–350
10	0.75–2.0	10	300–350
11	0.75–2.0	11	300–350

Writing stimuli will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

PBT— On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

Arizona’s College and Career Ready Standards (AzCCRS)

Reading Standards for Literature

Key Ideas and Details

3.RL.1– Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.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.

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.

Craft and Structure

3.RL.4– Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.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.

3.RL.6– Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

3.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).

3.RL.8– (Not applicable to literature)

3.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).

Range of Reading and Level of Text Complexity

3.RL.10– By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

3.RI.1– Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RI.2– Determine the main idea of a text; recount the key details and explain how they 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.

Craft and Structure

3.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*.

3.RI.5– Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3.RI.6– Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

3.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).

3.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).

3.RI.9– Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

3.RI.10– By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Standards for Speaking and Listening

Comprehension and Collaboration

3.SL.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

3.SL.3– Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Standards for Language

Conventions of Standard English

3.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- j. Write multiple sentences in an order that supports a main idea or story.

3.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

3.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*).

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, and wondered*).

Standards for Writing

Text Types and Purposes

3.W.1– Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

3.W.2– Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Grade 3 ELA Item Specifications

Reading Literature

Content Standard	AzCCRS.ELA.Literature.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Stimuli Type	Reading Passage	
Content 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.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
	Task Demand	Common Response Types
	<p>Answer questions using details in text where both the question and details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The inference could be provided for the student or made by the student.</p>	<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words, phrases, or quotations from the text to answer questions using explicit or implicit information in the text as support. • Requires the student to select an explicit statement inference from four choices AND then to select words or phrases from the text to support the inference. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from four choices using either explicit or implicit information from the text to inform or support an inference. • Requires the student to select from four or more choices multiple pieces of explicit or implicit information from the text to inform or support an inference.

Content Standard	AzCCRS.ELA.Literature.3.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.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use details from a text to determine a theme, central message, lesson, or moral. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the theme, central message, moral, or lesson. Items may ask the student to appropriately sequence or describe events in chronological order.	
Common Item Formats	<ul style="list-style-type: none"> • Grid Item • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
	Task Demand	Common Response Types
	<p>Sequence key details to retell the story. The details should be explicitly stated in the text.</p> <p>Determine a theme or central idea explicitly or implicitly stated in text.</p> <p>Provide details that support the theme or central message of the text. The details can be explicitly or implicitly stated.</p>	<p>Grid Item</p> <ul style="list-style-type: none"> • Requires the student to drag and drop key details or events into the correct order in order to recount or describe the text. <p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly state the theme or central message of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the theme or central message. • Requires the student to select the theme or central message, AND then to select words or phrases from the text to support that choice. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select the theme or central idea of the passage. • Requires the student to select explicit or implicit details that support the theme or central idea of the passage. • Requires the student select an explanation that describes how the theme or main idea is conveyed in the text. • Requires the student to select multiple explicit or implicit details that support the theme or central idea of the passage. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to state in words the theme or main idea of the passage.

	<ul style="list-style-type: none">• Requires the student to state in words details from the text that can be used to support the theme or central idea of the passage.• Requires the student to state in words the theme or main idea of the passage and to describe a detail or details from the passage that can be used to support the theme or main idea.
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Content Standard	AzCCRS.ELA.Literature.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.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use explicit and implicit details from the text to describe a character and his/her actions. Items may ask the student how these impact the events in the text. The item may require the student to draw inferences from the text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Identify characteristics or features of characters and their actions that may be explicitly or implicitly stated in the text.</p> <p>Identify and describe characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given.</p> <p>Describe a character’s personality, motivations, and feelings in a text, using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.</p> <p>Describe how a character’s personality, motivations, and feelings affect the development of the plot. The student should use explicit and implicit details from the text as support.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to support an inference by selecting words or phrases from the text that provide details about characters or a sequence of events. • Requires the student to select the correct descriptions or inferences about characters or sequences of events (from four or more choices) AND to select words or phrases from the text that provide support for these descriptions or inferences. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select an inference about characters or sequences of events. • Requires the student to select details that support an inference about a character, setting, or event. • Requires the student to select multiple applicable words or phrases that describe characters or their actions (from a list of four or more choices). <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to draw an inference about characters or events in words and support the inference with details from the text. • Requires the student to provide in words details from the text to describe a character and draw a conclusion about how these descriptions or events affect the text.

Content Standard	AzCCRS.ELA.Literature.3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice 	
Task Demand		Common Response Types
<p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items can focus on literal and simple non-literal meanings of words and phrases.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select text that provides the meaning of unknown words and phrases. • Requires the student to select words or phrases that provide context for an unknown word. • Requires the student to select the correct meaning of a word or phrase from a list of four choices AND to select words or phrases that provide context for the word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct meaning of a word from a list of four choices.

Content Standard	AzCCRS.ELA.Literature.3.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.	
Stimuli Type	Reading Passage	
Content 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 their explanations.	
Common Item Formats	<ul style="list-style-type: none"> • Grid Item • Hot Text • Multiple Choice • Open Response 	
	Task Demand	Common Response Types
	<p>Provide support for a given inference about the cause or effect of an event from the text.</p> <p>Analyze how multiple events relate to each other and lead to subsequent critical events (e.g., a climax or resolution).</p> <p>Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit.</p>	<p>Grid Item</p> <ul style="list-style-type: none"> • Requires student to model how parts of a text interact with each other by dragging and dropping elements related to structure. <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select text that demonstrates how events impact each other. • Requires the student to select text that identifies different parts of a text (e.g. chapter, scene, stanza, etc.). <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select how parts of a text interact with each other. • Requires the student to identify a specific part of the text and analyze its impact on the text as a whole. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to describe in words how parts of text interact with each other.

Content Standard	AzCCRS.ELA.Literature.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to identify the point of view in a text. Items may ask the student to identify the narrator in a text.	
Common Item Formats	<ul style="list-style-type: none"> • Multiple Choice 	
Task Demand		Common Response Types
Identify various points of view in the text.		Multiple Choice <ul style="list-style-type: none"> • Requires the student to identify from four choices the narrator or point of view of a text.

Content Standard	AzCCRS.ELA.Literature.3.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).	
Stimuli Type	Reading Passage	
Content Limits	Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text.	
Common Item Formats	<ul style="list-style-type: none"> • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Determine the impact of an illustration on a text.</p> <p>Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration.</p>		<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that either explicitly or implicitly identify what the illustration contributes to the text. • Requires the student to identify words or phrases from the text that support or exhibit similar effects to the illustration in the text. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select what an illustration contributes to the text. • Requires the student to select multiple applicable words or phrases that describe what an illustration contributes to the text. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words how an illustration relates to the text. • Requires the student to explain in words what elements an illustration adds to a text (e.g., mood, character, setting).

Content Standard	AzCCRS.ELA.Literature.3.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).	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to compare and 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.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
Use details from two or more texts to draw comparisons about the similarities and differences in themes, settings, and plots. The item writer may or may not provide the student with the theme and/or setting.		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases from different texts that demonstrate how the author treats themes and patterns of events. • Requires the student to select words and phrases to identify themes in two or more texts AND to select a sentence or phrase that characterizes the similarities or differences between them. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to identify similarities or differences in the author’s depiction of themes, settings, and plot and select them from a list of phrases or sentences not located in the text. • Requires the student to identify multiple similarities or differences in the author’s depiction of themes, settings, and plot and select them from a list of phrases or sentences not located in the text.

Reading Informational Texts

Content Standard	AzCCRS.ELA.Informational.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Stimuli Type	Reading Passage	
Content 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.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
<p>Answer questions using details from the text where both the information within the question stem and the details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the inference for the student.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words, phrases, or quotations from the text to answer questions using explicit or implicit information in the text as support. • Requires the student to select information explicitly stated in the text from four choices AND then select words or phrases from the text to support the information. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from four choices explicit or implicit information from the text that informs or supports an inference. • Requires the student to select from four or more choices multiple pieces of explicit or implicit information from the text that inform or support an inference.

Content Standard	AzCCRS.ELA.Informational.3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	
Stimuli Type	Reading Passage	
Content Limits	Content Standard 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 explain how they convey the main idea.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
Determine a main idea explicitly or implicitly stated in the text.		Hot Text or EBSR <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly state the main idea. • Requires the student to select words or phrases from the text that provide explicit support for the main idea. • Requires the student to select the main idea from four choices AND then to select words or phrases from the text to support the selected main idea.
Determine a main idea and provide a one or more details that support the theme or central idea of the text.		<ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly state the main idea. • Requires the student to select words or phrases from the text that provide explicit support for the main idea. • Requires the student to select the main idea from four choices AND then to select words or phrases from the text to support the selected main idea.
Determine a main idea and explain how it is supported using a single detail.		Multiple Choice or Multi-Select <ul style="list-style-type: none"> • Requires the student to select the main idea of the passage. • Requires the student to select explicit or implicit details that support the main idea of the passage. • Requires the student to select an explanation that describes how the main idea is conveyed in the text.
Determine a main idea and explain how it is supported using multiple details.		Open Response <ul style="list-style-type: none"> • Requires the student to state in words the main idea of the passage. • Requires the student to state in words details from the text that can be used to support the main idea of the passage. • Requires the student to state in words the main idea of the passage and describe a detail or details from the passage that can be used to support the main idea.

Content Standard	AzCCRS.ELA.Informational.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.	
Stimuli Type	Reading Passage	
Content 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 stem in technical procedures. Items may ask the student how these impact other events in the text. The item may require the student to draw inferences from the text, and may require the student to identify language in the passage used to convey time and/or sequence.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response 	
Task Demand		Common Response Types
<p>Identify relationships between events, concepts and steps that may be explicitly or implicitly stated in the text.</p> <p>Identify and describe relationships between events, concepts and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given.</p> <p>Describe relationships between events, concepts and steps using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select either words or phrases from the text that provide details to describe a relationship between events, concepts or steps. • Requires the student to select from four or more choices the correct descriptions or inferences about relationships between events, concepts or steps AND to select words or phrases from the text that provide support for these relationships. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a correct relationship between events, concepts or steps. • Requires the student to select examples of language or details from the passage that denotes a relationship between time and sequence. • Requires the student to select an inference about a relationship between events, concepts or steps. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to draw an inference about a relationship between events, concepts or steps in words and support the inference with details from the text.

Content Standard	AzCCRS.ELA.Informational.3.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.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask students to determine meanings specific to a domain-specific area.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice 	
Task Demand		Common Response Types
<p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on domain-specific words and phrases.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select text that provides the meaning of an unknown word or phrase. • Requires the student to select words or phrases that provide context for an unknown word or phrase. • Requires the student to select the correct meaning of a word from a list of four or more choices AND to select words or phrases that provide context for the word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct meaning of a word or phrase from a list of four choices.

Content Standard	AzCCRS.ELA.Informational.3.RI.5 Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to given topic efficiently.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use features located within the text to identify information relevant to key ideas or details within a text.	
Common Item Formats	<ul style="list-style-type: none"> • Hot Text • Multiple Choice 	
Task Demand		Common Response Types
Identify information that can be found by using text features or search tools.		<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select text that identifies information that can be located using text features and search tools. Inferences about the text features or the information may or may not be given to the student. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select information that can be found from text features and search tools. Inferences about the text features or the information may or may not be given to the student.

Content Standard	AzCCRS.ELA.Informational.3.RI.6 Distinguish their own point of view from that of the author of a text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to identify the point of view in at text. Items may ask the student to identify the author or speaker in a text.	
Common Item Formats	<ul style="list-style-type: none"> Multiple Choice 	
Task Demand		Common Response Types
Identify various points of view in the text.		Multiple Choice <ul style="list-style-type: none"> Requires the student to identify from four choices the author or point of view of a text.

Content Standard	AzCCRS.ELA.Informational.3.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).	
Stimuli Type	Reading Passage	
Content Limits	Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text.	
Common Item Formats	<ul style="list-style-type: none"> • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration.</p> <p>Determine the impact of an illustration on a text. The student is not provided with an inference.</p>		<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that either explicitly or implicitly identify what the illustration contributes to the text. • Requires the student to identify words or phrases from the text that support or exhibit similar effects to the illustration in the text. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to choose from four or more choices what an illustration contributes to the text. • Requires the student to choose from four or more choices the meaning that an illustration has in the text. • Requires the student to select all applicable words or phrases from a list of choices that describe what an illustration contributes to the text. • Requires the student to select all applicable words or phrases from a list of choices that describe the similarities between an illustration and the words in the text. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain in words how an illustration relates to the text. • Requires the student to explain in words the meaning of an illustration in the text.

Content Standard	AzCCRS.ELA.Informational.3.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).	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to identify transitions or 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 identify examples within the passage.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice 	
Task Demand		Common Response Types
<p>Select words or phrases from the passage to demonstrate how the author connects elements of the text.</p> <p>Select an explanation for how and/or why the author connects elements of the text.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases from the text to show the connection between different parts of the text. • Requires the student to select from four or more options a connection that exists between different parts of the text AND select words or phrases within the passage that demonstrate this connection. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select from four options a description of the connections between different parts of the text.

Content Standard	AzCCRS.ELA.Informational.3.RI.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to compare and 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 not ask about one literary text and should be used with text sets on the same topic.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
Use details from two or more texts to draw comparisons about the similarities and differences between the important points and key details. The item writer may or may not provide the student with inferences regarding important points or key details.		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words and phrases from different texts that demonstrate similar or different interpretations of important points or key details. • 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. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to identify similarities or differences in the author’s depiction of key ideas and details and select them from a list of phrases or sentences not located in the text. • Requires the student to identify multiple similarities or differences in the author’s depiction of key ideas and details and select them from a list of phrases or sentences not located in the text.

Listening

Content Standard	AzCCRS.ELA.Speaking and Listening.3.SL.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.	
Stimuli Type	Listening Stimuli	
Content Limits	Items may ask the student to use details from an audio or visual stimulus to determine a main idea. The details and main idea may be implicit or explicit.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Determine a main idea explicitly or implicitly stated in the stimulus.</p> <p>Determine a main idea of the stimulus and provide one or more details that support the main idea. The details can be explicitly or implicitly stated.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the stimulus that explicitly state the main idea. • Requires the student to select words or phrases from the stimulus that provide explicit support for the main idea. • Requires the student to select the main idea from four choices and then to select words or phrases from the stimulus to support the selected main idea. <p>Multiple Choice or Multiple Select</p> <ul style="list-style-type: none"> • Requires the student to select the main idea of the stimulus. • Requires the student to select explicit or implicit details that support the main idea of the stimulus. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to state in words the main idea of the stimulus. • Requires the student to state in words details that can be used to support the main idea of the stimulus.

Content Standard	AzCCRS.ELA.Speaking and Listening.3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
Stimuli Type	Listening Stimuli	
Content Limits	Items may ask the student to answer general and specific questions about information communicated by a speaker. Students may be asked to elaborate on and extend this information.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response 	
Task Demand		Common Response Types
<p>Answer questions about explicit information from the stimulus.</p> <p>Answer questions about implicit information from the stimulus.</p> <p>Elaborate and expand on information explicitly or implicitly provided in a stimulus.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select text that provides an answer to a specific question about the stimulus. • Requires the student to answer a general question about the stimulus, then support that answer with details from the stimulus. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from a list of four or more choices answers to questions about information explicitly and implicitly communicated by a speaker. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to answer objective questions about the stimulus in words. • Requires the student to elaborate in words on information from the stimulus.

Language

Content Standard	<p><u>AzCCRS.ELA.Language.3.L.1</u> Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., childhood). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on grammar and usage. 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.	
Common Item Formats	<ul style="list-style-type: none"> • Editing Task Choice 	
Task Demand		Common Response Types
Apply rules of standard English grammar and usage.		Editing Task Choice <ul style="list-style-type: none"> • Requires the student to select words or phrases that correct errors in standard English grammar and usage. • Requires the student to recognize when standard English grammar and usage are employed correctly.

Content Standard	<p>AzCCRS.ELA.Language.3.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize appropriate words in titles. Use commas in addresses. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on 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.	
Common Item Formats	<ul style="list-style-type: none"> Editing Task Choice 	
Task Demand		Common Response Types
Apply rules of standard English capitalization, punctuation, and spelling.		<p>Editing Task Choice</p> <ul style="list-style-type: none"> Requires the student to select words or phrases that correct errors in standard English capitalization, punctuation, and spelling. Requires the student to recognize when standard English capitalization, punctuation, and spelling are employed correctly.

Content Standard	<p>AzCCRS.ELA.Language.3.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.</p> <p>d. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>e. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use sentence context clues, known affixes, or known root words to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
Determine the meaning of a word or phrase as it is used in a text, using sentence level context clues.	Evidence-based Selected Response or Hot Text <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that show the meaning of words used in the text. 	
Determine the meaning of a word or phrase as it is used in a text, using grade appropriate affixes.	<ul style="list-style-type: none"> • Requires the student to select the definition of a word from four choices AND to select words or phrases from the text that provide context clues. 	
Determine the meaning of a word or phrase as it is used in a text, using grade appropriate root words.	Multiple Choice or Multi-Select <ul style="list-style-type: none"> • Requires the student to select from four or more choices the meaning of words or phrases used in the text, using context clues. • Requires the student to select from four or more choices the meaning of a word from the text, using knowledge of grade appropriate affixes. • Requires the student to select from four or more choices the meaning of a word from the text, using knowledge of grade appropriate root words. • Requires the student to select from four or more choices words or phrases from the text that show the meaning of words used in the text. 	

Content Standard	<p>AzCCRS.ELA.Language.3.L.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, and wondered</i>).</p>	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to distinguish literal and non-literal meanings of words and phrases. Items may ask students to distinguish shades of meaning. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.	
Common Item Formats	<ul style="list-style-type: none"> • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select 	
Task Demand		Common Response Types
<p>Determine the difference between the literal and nonliteral meaning of a word or phrase used in a text.</p> <p>Determine the connection between words or phrases used in a text and their real-life meanings.</p> <p>Determine the nuances between words that express states of mind or degrees of certainty.</p>		<p>Hot Text or EBSR</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that have a nonliteral meaning that is different from the literal meaning. The literal meaning may or may not be given. • Requires the student to select a word or phrases from the text that matches a given nonliteral meaning. • Requires the student to select a word or phrase from the text that best connects to a given real-life scenario. <p>Multiple Choice or Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select from four or more choices the nonliteral meaning of a given word or phrase from the text. • Requires the student to select from four or more choices the word from the text that best connects to a given real-life scenario. • Requires the student to select from four or more choices the slight difference in meaning of similar words that express states of mind or degrees of certainty. • Requires the student to select from four or more choices words or phrases from the text that have a nonliteral meaning that is different from the literal meaning. The literal meaning may or may not be given.

Writing

Content Standard	AzCCRS.ELA.Writing.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.
Common Item Formats	<ul style="list-style-type: none"> • Writing Prompt
Task Demands and Response Type	
Directions Templates	
<p>Write an essay in which you give your opinion about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> • read the passages; • plan your response; • write your response; and • revise and edit your response. <p>Be sure to include</p> <ul style="list-style-type: none"> • an introduction; • support for your opinion using information from the passages; and • a conclusion that is related to your opinion <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	

Content Standard	<p>AzCCRS.ELA.Writing.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. Provide a concluding statement or section.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.
Common Item Formats	<ul style="list-style-type: none"> Writing Prompt
Task Demands and Response Type	
Directions Templates	
<p>Write an informative essay about Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> read the passages; plan your response; write your response; and revise and edit your response. <p>Be sure to include</p> <ul style="list-style-type: none"> an introduction; information from the passages as support; and a conclusion that is related to the information presented <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p>	