



ELA Target & Standard Performance Descriptors

Grade 3

This document aligns the **claims** and **targets** of the 2018–2019 Kansas Assessment Program (KAP) to the Kansas standards for English language arts. In addition, it illustrates how the state standards align to the performance level descriptors created for the assessment. Review how each standard is incorporated into the state assessment and the criteria that students must meet to demonstrate proficiency.

Targets are drawn from the standards, and under each target, you will find the connected standards. After each target, the goal Depth of Knowledge (DOK) is provided as a general reference for the projected maximum DOK of items.

Note: The 2020 KAP assessment design will focus on the language of Kansas standards. This document will be revised accordingly for the 2019–2020 school year.

Claim 1: Reading

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

- Students scoring in the Level 2 range typically read and comprehend readily accessible texts and may be able to read texts of moderate complexity. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 3 range typically read, comprehend, and analyze readily accessible texts as well as read and comprehend texts of moderate complexity. They may be able to read very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).
- Students scoring in the Level 4 range typically read, comprehend, and analyze texts of moderate complexity and very complex texts. Students interact with both literary texts (Targets 1–7) and informational texts (Targets 8–14).

Claim 2: Writing

Students can produce effective writing for a range of purposes and audiences.

On the Kansas summative assessment, students are not composing but are reacting to composed texts to demonstrate knowledge, application, and synthesis of writing conventions. To measure student composition, students should continue to practice short and extended writing that is evaluated at the local level. For Target 9, students apply and edit conventions of varying sophistication in stimuli of varying complexity that are appropriate for their grade level. For example, a student scoring in Level 2 can edit for subject-verb agreement in a short, simple stimulus while a student scoring in Level 4 can edit for subject-verb agreement throughout a longer, more complex stimulus.

Blueprint Summary

The table below summarizes the content of the KAP ELA assessment for 2019.

KAP ELA Blueprint Summary					
Domain	% of Test	Focus	Cluster	Standards	DOK
Reading	60–65%	Literary Texts (30–35%)	Key Ideas & Details	RL.1–3	2–3
			Craft & Structure	RL.4–6	2–3
			Language in Reading	RL.10–12	2–3
			Integration of Knowledge & Ideas	RL.7–9	3
		Informational Texts (30–35%)	Key Ideas & Details	RI.1–3	2–3
			Craft & Structure	RI.4–6	2–3
			Language in Reading	RI.10–12	2–3
			Integration of Knowledge & Ideas	RI.7–9	3
Writing	35–40%	N/A	Text Types & Purposes	W.1–4	2
			Language in Writing	W.10–12	1

Claim 1, Target 2

Identify or summarize central ideas, key events, the sequence of events, or the author's message or purpose presented in a text.

DOK 2

RL.3.2: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the type or genre of a literary text (e.g., fables); identify a theme or central idea presented in a text; and identify key events in a text.	Students can determine or summarize a theme or central idea presented in a text and determine or summarize key ideas or events in a text.	Students can analyze and summarize a theme or central idea presented in a text; analyze, summarize, or sequence key ideas and events in a text; and use details within a text or texts to support and justify the statement of theme or central idea.

Claim 1, Target 1

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

DOK 2

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

Claim 1, Target 3

Determine intended meanings of words, including multiple meanings of 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 primary focus on determining meaning based on context and the academic/tier 2 vocabulary common to complex texts in all disciplines.

DOK 2

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.11: 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.
- 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.

RL.3.12.c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

Claim 1, Target 4

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., character development/actions/traits, first- or third-person point of view, theme, author's message or purpose).

DOK 3

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify explicit details within a text that support a conclusion.	Students can identify explicit or implicit details within a text to support a conclusion or inference.	Students can form a conclusion and inference based on explicit and implicit details within a text or texts and identify explicit and implicit details that support that conclusion and inference.

Claim 1, Target 5

Examine or compare relationships (literary elements: setting, conflict, dialogue, point of view, characterization) within or across texts.

DOK 3

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the use of literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within a text.	Students can describe or compare the use of or the relationship between literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) and distinguish their own point(s) of view from that of the author or narrator.	Students can describe and compare the use of and the relationship between literary elements (e.g., dialogue, setting, conflict, character actions or interactions, and point(s) of view) within one text or across two texts and distinguish their own point(s) of view from that of the author or narrator.

Claim 1, Target 6

Relate knowledge of text structures, genre-specific features, or formats (visual/graphic/auditory effects) to obtain, interpret, explain, or connect information within text.

DOK 3

RL.3.5: 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.

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify the overall structure of a text or the structure within a text.	Students can determine how the overall structure or the structure within a text impacts meaning.	Students can analyze and interpret how the overall structure of a text and the structure within a text impacts meaning; and analyze and interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

Claim 1, Target 7

Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

DOK 3

RL.3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.3.12: Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and figurative meanings of words and phrases in context.
- b. Identify real-life connections between words and their uses.
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify figurative language used in context, identify literary devices used in a text, and distinguish between denotative and connotative word meanings in the context of a text.	Students can use explicit or implicit details to determine the meaning of figurative language used in context, interpret the intent and use of a literary device, and interpret the connotative meaning of words and phrases used in context.	Students can use explicit and implicit details to interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.

Claim 1, Target 8

Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

DOK 2

RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text evidence, such as explicit details, to support a given conclusion based on the text.	Students can identify text evidence, such as explicit or implicit details, to support a given conclusion based on the text.	Students can identify evidence from a text or texts, such as explicit or implicit details, to support and refute a given inference and conclusion based on the text or texts.

Claim 1, Target 9

Identify central ideas, key events, or procedures and details that support them.

DOK 2

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify a central idea, a supporting detail, a key event, or a procedure in a text.	Students can determine a central idea, a key event, or a procedure in a text and identify a detail from the text that supports the central idea, key event, or procedure.	Students can determine a central idea, key event, and a procedure in a text; determine supporting details, key events, and procedures; and summarize a key event, a procedure, and the whole text.

Claim 1, Target 10

Determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings, based on context, word relationships (e.g., synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of resources (e.g., dictionary, glossary), with primary focus on the academic vocabulary common to complex texts in all disciplines.

DOK 2

RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.11: 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.
- 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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can determine the meaning of a word based on explicit context in a text, determine the intended meaning of common/tier 1 words and academic/tier 2 words in a text, and use resources to determine the correct meaning of an unknown word in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit context in a text, determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text, use resources to determine the correct meaning of an unknown word or phrase in a text, and use affixes and common Greek or Latin root words to determine the correct meaning of an unknown word or phrase in a text.</p>	<p>Students can determine the meaning of a word or phrase based on explicit or implicit context in a text; determine the intended meaning of academic/tier 2 words and domain-specific/tier 3 words in a text; use resources to determine the correct meaning of an unknown word or phrase in a text; and use affixes, Greek and Latin root words, synonyms, and antonyms to determine the correct meaning of an unknown word or phrase in a text.</p>

Claim 1, Target 11

Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).

DOK 3

RI.3.3: 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.

RI.3.6: Distinguish their own point of view from that of the author of a text.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

LEVEL 2

Students can identify explicit details within a text that support a conclusion.

LEVEL 3

Students can identify explicit or implicit details within a text to support a conclusion or inference.

LEVEL 4

Students can form a conclusion and inference based on explicit and implicit details within a text or texts; and identify explicit and implicit details that support that conclusion and inference.

Claim 1, Target 12

Examine, integrate, or compare information or presentation of information within or across texts (e.g., cause and effect, integrate information).

DOK 3

RI.3.3: 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.

RI.3.6: Distinguish their own point of view from that of the author of a text.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can identify the relationship between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text; and identify conflicting information within a text.</p>	<p>Students can describe the relationships or interactions between elements of a text (e.g., events, people, ideas, and topics) using explicit details within a text; determine how the author's conflicting information reveals the author's message or purpose; determine the author's message or purpose within a text or across two texts; and determine the author's purpose and distinguish own point of view from that of the author.</p>	<p>Students can analyze the relationship and interaction between elements of a text (e.g., events, people, ideas, and topics) using explicit and implicit details within a text or across two different texts; analyze how conflicting information reveals the author's message or purpose within a text or across two different texts; analyze the author's message or purpose within a text or across two texts; and determine the author's purpose and distinguish own point of view from that of the author.</p>

Claim 1, Target 13

Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information.

DOK 3

RI.3.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify text structures and features in an overall text (e.g., headings, formatting, and indices) and describe the function of text structures to organize text.	Students can describe how the overall structure of a text or the use of text features (e.g., headings, formatting, and indices) impacts its meaning; and interpret the impact of that structure on meaning.	Students can determine how the overall structure of a text or the inclusion of a text feature (e.g., headings, formatting, and indices) impacts meaning; and analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

Claim 1, Target 14

Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context.

DOK 3

RI.3.12: Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and figurative meanings of words and phrases in context.
- b. Identify real-life connections between words and their uses.
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify figurative language used in context; identify literary devices used in a text; and distinguish between denotative and connotative word meanings in the context of a text.	Students can use explicit or implicit details to determine the meaning of figurative language used in context; interpret the intent and use of a literary device; and interpret the connotative meaning of words and phrases used in context.	Students can use explicit and implicit details to interpret the meaning of figurative language used in context and analyze the impact on meaning and tone; interpret the intent and use of a literary device and analyze the impact on meaning and tone; interpret the connotative meaning of words and phrases used in context and analyze the impact on meaning and tone; and analyze the impact of word choice on reader interpretation of meaning and tone.

Claim 2, Target 1a

Demonstrate ability to use specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (e.g., closure, detailing characters, plot, setting, an event).

DOK 2

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; introducing a narrator or character(s); organizing the narrative with a sequence of events that unfolds naturally; using temporal words or phrases (e.g., <i>first</i>, <i>second</i>, and <i>last</i>) to signal event order; and providing a closure.</p>	<p>Based on their understanding of explicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; introducing a narrator and/or character(s); organizing the narrative with a sequence of events that unfolds naturally; using temporal words or phrases (e.g., <i>then</i>, <i>before</i>, and <i>while</i>) to signal event order; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea.</p>	<p>Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to develop, organize, or revise narratives that engage and orient the reader by establishing a situation; introducing a narrator and character(s); organizing the narrative with a sequence of events that unfolds naturally and may include time shifts; using temporal words or phrases to signal event order based on understanding of the text; and providing a closure that follows logically from the narrative. When revising, students can reorganize details to support a central idea and theme.</p>

Claim 2, Target 1b

Revise one or more paragraphs demonstrating specific narrative techniques (e.g., dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft.

DOK 2

W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information provided in a stimulus to revise and elaborate narratives and apply narrative techniques such as including dialogue to convey events or experiences; and including descriptive details to convey events or experiences.	Based on their understanding of explicit or implicit context or an explicitly stated theme or central idea, students can use information provided in a stimulus to revise and elaborate narratives and apply narrative techniques such as including dialogue to convey events or experiences; including descriptive details to convey events or experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.	Based on inferences from context or an explicit or implicit theme or central idea, students can use information provided in a stimulus to revise and elaborate complex narratives and apply narrative techniques such as including dialogue to convey events and experiences; including descriptive details to convey events and experiences; and identifying details that should be deleted because they are inconsistent with the rest of the narrative.

Claim 2, Target 3a

Demonstrate ability to organize ideas in informational/explanatory texts by stating a focus (main idea), including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.

DOK 2

W.3.2: 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.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying improved organizational elements such as introducing a topic, stating a central idea, grouping related information together, and including an appropriate conclusion.</p>	<p>Based on their understanding of explicit context or an explicitly stated central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying improved organizational elements such as introducing a topic; stating a central idea; grouping related information together; using words and phrases to connect ideas (e.g., linking words and transitions); and including a conclusion that is appropriate to the audience and related to the information or explanation presented.</p>	<p>Based on inferences from context or an explicit or implicit central idea, students can use information provided in a stimulus to develop, organize, or revise informational or explanatory text by identifying and applying improved organizational elements such as introducing a topic; stating a central idea; grouping related information together; using words and phrases to connect ideas (e.g., linking words and transitions); and including a conclusion that is appropriate to the audience and related to the information or explanation presented.</p>

Claim 2, Target 3b

Revise one or more informational/explanatory paragraphs demonstrating ability to organize ideas by stating a focus (main idea) and including appropriate transitional strategies for coherence, supporting details, or an appropriate conclusion.

DOK 2

W.3.2: 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.

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information in a stimulus to develop, organize, or revise informational or explanatory text by identifying the best use of elaboration techniques such as using supporting details and deleting details that do not support the central idea.	Based on their understanding of explicit context or an explicitly stated central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise informational or explanatory text by identifying best use of elaboration techniques such as developing the topic with supporting details and deleting details that do not support the central idea.	Based on inferences from context or an explicit or implicit central idea, students can use information in a stimulus and/or provided notes to develop, organize, or revise a complex informational or explanatory text by identifying and applying best use of elaboration techniques such as developing the topic with supporting details and deleting details that do not support the central idea.

Claim 2, Target 6a

Demonstrate ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 2

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about an explicit topic; organizing supporting reasons; using words and phrases (e.g., linking and transitional) to connect opinions to reasons; and providing an appropriate conclusion.	Based on their understanding of explicit context or an explicitly stated central idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying improved organizational elements such as stating an opinion about a topic; establishing a context; organizing supporting reasons; using words and phrases (e.g., linking and transitional) to connect opinions to reasons; and providing an appropriate conclusion that supports the stated opinion.	Based on inferences from context or an explicit or implicit central idea, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying and applying improved organizational elements such as stating an opinion about a topic; establishing a context; organizing supporting reasons; using words and phrases (e.g., linking and transitional) to connect opinions to reasons; and providing an appropriate conclusion that supports the stated opinion.

Claim 2, Target 6b

Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.

DOK 2

W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

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

LEVEL 2	LEVEL 3	LEVEL 4
Based on their understanding of explicit context, students can use information provided in a stimulus to develop, organize, or revise opinion text by identifying the best use of elaboration techniques such as developing the opinion with supporting reasons from the text and deleting details that do not support the opinion.	Based on their understanding of explicit context or an explicitly stated central idea, students can use information provided in a stimulus and/or provided notes to develop, organize, or revise opinion text by identifying the best use of elaboration techniques such as developing the opinion with supporting reasons from the text and deleting details that do not support the opinion.	Based on inferences from context or an explicit or implicit central idea, students can use information provided in a stimulus and/or provided notes to develop, organize, or revise complex opinion text by identifying and applying the best use of elaboration techniques such as developing the opinion with supporting reasons not explicitly or implicitly stated in the text and deleting details that do not support the opinion.

Claim 2, Target 8

Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.

DOK 1

W.3.10.a: Choose words and phrases for effect.

SL.3.8: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

LEVEL 2	LEVEL 3	LEVEL 4
Students can identify and use the best word(s) or phrase(s) for an audience or purpose and identify and use the best tier 1 words or academic/tier 2 words or phrases to make meaning clear.	Students can identify and use the best word(s) or phrase(s) for an audience or purpose and identify and use the best academic/tier 2 or domain-specific/tier 3 words or phrases to make meaning clear.	Students can identify and use the best word(s) or phrase(s) for an audience or purpose; identify and use the best academic/tier 2 or domain-specific/tier 3 words or phrases to make meaning clear; and evaluate the effect of word choice on the audience in achieving a purpose.

Claim 2, Target 9

Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.

DOK 1

W.3.10: Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing.

- b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.
- c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs.
- d. Form and use the simple verb tenses (e.g., *I walked, I walk, I will walk*).
- e. Ensure subject-verb and pronoun-antecedent agreement when writing.
- f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- g. Use coordinating and subordinating conjunctions.
- h. Produce simple, compound, and complex sentences.

W.3.11: 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 when writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

LEVEL 2	LEVEL 3	LEVEL 4
<p>Students can apply and edit some grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).</p>	<p>Students can apply and edit most grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).</p>	<p>Students can apply and edit almost all grade-appropriate conventions for grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, explanatory/informational, and opinion texts.</p> <p>Conventions at this grade and level of proficiency include corrections for the use of regular and irregular forms of nouns and verbs; correct verb tense; abstract nouns; shifts in subject-verb and pronoun-antecedent agreement; comparative and superlative forms of adjectives and adverbs; coordinating and subordinating conjunctions; capitalization of titles; punctuation (commas in an address and with dialogue); possessives; and the use of spelling conventions (e.g., high-frequency words and adding suffixes, patterns, and generalizations).</p>