



3.RC.11: Apply context clues (e.g., word, phrase, and sentence-level context) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.

Reporting Category: Reading Comprehension

Subdomain: Reading and Understanding Fiction,
Reading and Understanding Informational Text &
Media

Assessed On:

- Checkpoint 1
- Checkpoint 2
- Checkpoint 3
- Summative

[3.RC.11 Instructional Framework](#)

[ILEARN Stimulus Specifications](#)

Content Limits:

- Include items that are: Passage Based and Standalone
- Target words that are important to the text or passage.
- Target vocabulary that is one or two grade levels above the testing grade, or words that have nuanced meanings, or words that have multiple meanings as unknown words.
- Use target vocabulary that is on grade level if it is used in a context that is different from what a student would normally encounter.
- Include fiction samples of text for Checkpoint 1 assessment items.
- Include fiction and informational samples of text for Summative assessment items.
- Develop answer choices that are on or below grade level for determining the meaning of all targeted vocabulary.
- Include text features as outlined in the [IDOE Text Features Guidance document](#).
- Avoid asking students to identify a synonym or antonym in items written for this standard.
- Avoid asking students to identify meanings of word affixes or roots in items written for this standard.

Clarifications:

- Students determine intended meanings of words, including academic/tier 2 words, domain-specific/tier 3 words, and words with multiple meanings, based on context.
- Different types of context clues that help determine and clarify meanings of unknown words may include:
 - definitions or explanation (phrase- or sentence-level context clues)
 - synonyms or antonyms (word-level context clues)
 - restatements or examples (phrase- or sentence-level context clues)
 - comparing or contrasting (phrase- or sentence-level context clues)
 - word parts or using root words and affixes (word-level context clues)
- Context clues may appear within the same sentence or other parts of the text.
- Students may cite specific textual evidence to support their reasoning for determining the meaning of an unknown word.

Items Tagged as Reading Comprehension Items for Text-to-Speech: Yes



Expected Academic Vocabulary: context clues, text features, map, illustration, image, photograph, chart, phrase

Proficiency Level Descriptors and Example Items

Below Proficiency: Apply word-level context clues or illustrations/photographs to determine the meaning of an unknown word.

[Provide students with a passage to read that includes an illustration as a text feature.]

Look at the illustration from the passage and answer the question.



This is an illustration of a stable. Based on the illustration, what does stable most likely mean?

- A. barn
- B. playground
- C. trashcan
- D. garden

[Multiple Choice]

DOK 1 - This item requires students to use an illustration/photograph text feature to determine the meaning of the underlined target word. The illustration or photograph is provided for students in the item stem. Students must use context clues from the picture to understand the meaning of a given word. The projected difficulty for this item is easy.

[Provide students with a passage to read that includes an illustration as a text feature.]

“The farmer took the horses to the stable.”
(Paragraph 3)

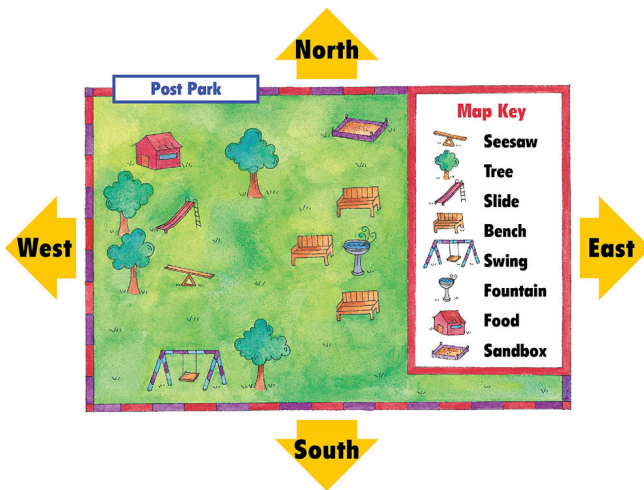
Based on the illustration under paragraph 3, what does stable most likely mean?

- A. barn
- B. garden

DOK 1 - This item requires students to use an illustration/photograph text feature to determine the meaning of the underlined target word. The stem directs students to the passage to find the text feature. Students must use context clues from the picture in order to understand the meaning of a given word. The projected difficulty for this item is medium.



<p>C. playground D. trashcan</p> <p>[Multiple Choice]</p>	
<p>Read the sentence and answer the question.</p> <p>“Alice held her cat and began to cry again, for she felt very lonely and <u>melancholy</u>.” (paragraph 3)</p> <p>Which word from the sentence helps the reader understand the meaning of the word <u>melancholy</u>?</p> <p>A. held B. cat C. very D. cry</p> <p>[Multiple Choice]</p>	<p>DOK 1 - This item requires students to read an excerpt from a passage and choose a word from that sentence that helps readers understand the meaning of the underlined target word. Students are identifying word-level context clues that help readers understand the meaning of an identified target word in the same sentence. The projected difficulty for this item is medium.</p>
<p>Approaching Proficiency: Apply phrase-level context clues or map text features to determine the meaning of an unknown word.</p>	
<p>Read the sentence and answer the question.</p> <p>“Maddie <u>adored</u> her new puppy, showering him with hugs and kisses.” (paragraph 3)</p> <p>What does the phrase “...showering him with hugs and kisses” tell the reader about the meaning of the word <u>adored</u>?</p> <p>A. It means to collect something. B. It means to dislike something. C. It means to move something. D. It means to love something.</p> <p>[Multiple Choice]</p>	<p>DOK 1 - This item requires students to read a sentence and determine the meaning of the underlined target word. Students compare a phrase-level context clue from the excerpt to the unknown word in order to determine the word’s meaning. The projected difficulty for this item is medium.</p>
<p>Read the sentence and look at the map.</p> <p>The puppy was found playing near the tree that <u>neighbors</u> the swing.</p>	<p>DOK 1 - This item requires students to use a map text feature to determine the meaning of the underlined target word in context. Students must use context clues from the map and interpret the information presented. The projected difficulty for this item is medium.</p>



This is a map of a playground. Based on the map, what is the **most likely** meaning of the word neighbors as it is used in the sentence?

- A. east of the swing
- B. above the swing
- C. south of the swing
- D. below the swing

[Multiple Choice]

Read the sentence and answer the question.

“Unlike her grumpy brother, Mia was cheerful and full of smiles.” (paragraph 4)

What does the phrase “full of smiles” tell the reader about the meaning of the word grumpy?

[Multiple Choice]

DOK 1 - This item requires students to read a sentence and determine the meaning of the underlined target word. Students understand the contrast between a phrase-level context clue and the unknown word in order to determine the word’s meaning. The projected difficulty for this item is hard.

At Proficiency: Apply sentence-level context clues or chart text features to determine the meaning of an unknown word.

Read the sentences and answer the question.

“Butterflies seem to glide through the air. They move smoothly and quietly like leaves drifting on a breeze. Watching them makes the sky seem peaceful.” (paragraph 17)

Which word best states the meaning of glide?

- A. fall

DOK 2 - This item requires students to read a short story or paragraph and then determine the meaning of the underlined target word in a sentence. Students must use sentence-level context clues within the text to interpret a most likely definition for the unknown word. The projected difficulty for this item is medium.

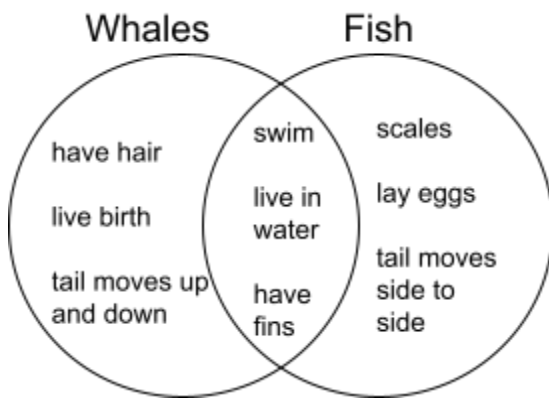


- B. scurry
- C. struggle
- D. float

[Multiple Choice]

Read the sentence and look at the chart.

When the students drew a comparison between fish and whales, it was easy to see how the two were often confused.



Based on the chart, what does the word comparison **most likely** mean?

[Multiple Choice]

DOK 2 - This item requires students to read a sentence and look at a chart to determine the meaning of the target word in context. Students must interpret the information from the chart and use schema to interpret a most likely definition for the unknown word. The projected difficulty for this item is medium.

Above Proficiency: Analyze how a context clue or text feature supports the meaning of an unknown/unfamiliar word.

Read the following paragraphs.

[Provide students with an excerpt that includes an underlined target word.]

Part A

What is the meaning of the word _____ as it is used in the paragraph?

[Multiple Choice]

Part B

Choose the phrase in the paragraph that helps

DOK 3 - These two-part items require students to read a short passage that includes an underlined target word. In part one, students select the meaning of the word. In part two, students choose a phrase out of the passage that best helps readers understand the meaning identified in Part A. The rigor on this item is increased as students are not only identifying the meaning of an unknown word, but they are identifying the context clue that best helps readers make an interpretation. The projected difficulty for these items is easy.



<p>readers understand the meaning in Part A.</p> <p>[Hot Text Selectable]</p> <p>OR</p> <p>Which word from paragraph 2 is a clue to the meaning of the word _____?</p> <p>[Multiple Choice]</p>	
<p>Read the dictionary entry.</p> <div data-bbox="152 726 797 835" style="border: 1px solid black; padding: 5px;"><p><i>(v) gather together or acquire an increasing number or quantity of; heap up</i></p></div> <p>Part A</p> <p>Choose the underlined word in the paragraph that most closely matches the definition provided.</p> <p>The snow on the side of the road was really starting to accumulate. The grass was now a pure, <u>sparkling</u> white carpet. Only the tops of the fire hydrants were showing. A river of ice and water covered the road. Mom told me not to worry because the highway would soon be dry as we <u>carefully</u> drove up the narrow on-ramp to the <u>interstate</u>. The car windows were foggy, and Mom's gloves held on tight to the steering wheel. I admired the big salt trucks.</p> <p>[Hot Text Selectable]</p> <p>Part B</p> <p>Which sentence from the paragraph best helps a reader understand the meaning of the word in Part A?</p> <p>A. A river of ice and water covered the road. B. Only the tops of the fire hydrants were showing. C. The car windows were foggy, and Mom's</p>	<p>DOK 3 - This two-part item requires students to read a dictionary definition followed by a paragraph. The students use context clues in the paragraph to select the target word that best fits the provided dictionary definition. In part two, students must analyze how the sentences in the passage help the reader know what the target word means. The projected difficulty for this item is medium.</p>



held on tight to the steering wheel.
D. I admired the big salt trucks.

[Multiple Choice]