

## Reading Literature – Grade 3

### Key Ideas and Details

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RL 3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	Carried Over from Phase I
<b>RL3.2</b>	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	Carried Over from Phase I
<b>RL3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Carried Over from Phase I

### Craft and Structure

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RL3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Carried Over from Phase I
<b>RL3.5</b>	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	Carried Over from Phase I
<b>RL3.6</b>		Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

<b>Standard Code</b>	<b>Phase I 2013 Field Test</b>	<b>Phase II 2014 Field Test</b>
<b>RL3.7</b>	Not assessed on PAWS	Not assessed on PAWS
<b>RL3.8</b>	Not applicable to literature	Not applicable to literature
<b>RL3.9</b>		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).
<b>RL3.10</b>	Not assessed on PAWS	Not assessed on PAWS

## Reading Informational Text – Grade 3

### Key Ideas and Details

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RI 3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	Carried Over from Phase I
RI3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Carried Over from Phase I
RI3.3	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.	Carried Over from Phase I

### Craft and Structure

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RI3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Carried Over from Phase I
RI3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Carried Over from Phase I
RI3.6	Distinguish their own point of view from that of the author of a text.	Carried Over from Phase I

### Integration of Knowledge and Ideas

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
RI3.7	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).	Carried Over from Phase I
RI3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Carried Over from Phase I
RI3.9		Compare and contrast the most important points and key details presented in two texts on the same topic.
RI3.10	Not assessed on PAWS	Not assessed on PAWS

## Reading Foundational Skills - Not assessed on PAWS

### Language Standards

#### Conventions of Standard English – Assessed through SAWS

#### Knowledge of Language – Assessed through SAWS

#### Vocabulary Acquisition and Use

Standard Code	Phase I 2013 Field Test	Phase II 2014 Field Test
<b>L3.4</b>	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. ( <i>Sub-parts tested (a-d)</i> )	Carried Over from Phase I
<b>L3.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase. ( <i>Identify a synonym or paraphrase of an above-grade word based on context and support within the sentence or passage.</i> )	Carried Over from Phase I
<b>L3.4b</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).	Carried Over from Phase I
<b>L3.4c</b>	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)	Carried Over from Phase I
<b>L3.4d</b>	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Carried Over from Phase I
<b>L3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.	Carried Over from Phase I
<b>L3.5a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Carried Over from Phase I
<b>L3.5b</b>	Not assessed on PAWS	Not assessed on PAWS
<b>L3.5c</b>	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Carried Over from Phase I
<b>L3.6</b>	Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Carried Over from Phase I