

Strand / Standard	PAWS 3rd Grade Reading Blueprint Cluster Heading	Items Per Strand	PAWS Emphasis
Reading Literature			
Key Ideas and Details		10-12	Approx. 36%
RL3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.		
RL3.2	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.		
RL3.3	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		6-8	
RL3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.		
RL3.5	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.		
RL3.6	Distinguish their own point of view from that of the narrator or those of the characters.		
Reading Informational Text			
Key Ideas and Details		7-9	Approx. 32%
RI3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
RI3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.		
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.		
Craft and Structure		7-9	
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.		
RI3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
RI3.6	Distinguish their own point of view from that of the author of a text.		

Strand / Standard	PAWS 3rd Grade Reading Blueprint Cluster Heading	Items Per Strand	PAWS Emphasis
Integration of Knowledge and Ideas*		7-9	
RL3.7	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).		
RL3.9	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).		
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).		Approx. 16%
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).		
RI3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.		
Language*		7-9	
L3.4	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.		
L3.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.		
L3.4.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).		
L3.4.c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).		
L3.5	Demonstrate understanding of word relationships and nuances in word meanings.		
L3.5.a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).		
L3.5.c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).		
L3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).		
*Integration and Language reporting categories have items from both RL and RI Strands (both literary and informational passages). The goal will be to strike an overall balance of approx. 50% per genre on the test form.		50	100%