

**Description of I AM Blueprints
Grade 3 English/Language Arts (ELA)
(Beginning 2019 - 20 School Year)**

Reporting Category	Content Connector (CC)	Content Connector	CC Item Range	
			Min	Max
Key Ideas and Textual Support/Vocabulary	3.RL.2.1.a.1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0	5
	3.RL.2.2.a.1	Retell folktales, fables, and tall tales from diverse cultures.	0	2
	3.RL.2.2.a.2	Identify a theme in a folktale, fable, and tall tale.	0	2
	3.RL.2.3.a.1	Describe characters in a story (e.g., their traits, motivations, or feelings).	0	2
	3.RL.2.3.a.2	Explain how characters' actions contribute to the plot.	0	2
	3.RN.2.1.a.1	Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1	2
	3.RN.2.2.a.1	Determine the main idea of a text.	0	2
	3.RN.2.2.a.2	Recount the key details and explain how they support the main idea.	0	2
	3.RN.2.3.a.1	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	0	2
	3.RV.2.1.a.1	Use context clues and text features to determine the meanings of unknown words.	0	2
	3.RV.2.2.a.1	Identify relationships among words, including synonyms and antonyms.	0	2
	3.RV.2.4.a.1	Use a known root word as a clue to the meaning of an unknown word with the same root.	0	2
	3.RV.2.4.a.2	Identify when an affix is added to a known root word.	0	2
	3.RV.3.1.a.1	Determine the meaning of literal and nonliteral words and phrases as they are used in a work of	0	2

	literature.		
	3.RV.3.2.a.1	Determine the meaning of general academic and content specific words and phrases in a nonfiction text relevant to a third- grade topic or subject area.	0 1
	3.RV.3.3.a.1	Recognize the meaning of idioms in context.	0 1
	3.SL.3.1.a.1	Retell, paraphrase, and explain the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.	0 2
	3.SL.3.1.a.2	Retell, paraphrase, and explain the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.	0 2
	3.SL.3.2.a.2	Answer questions about information from a speaker.	0 2
	3.SL.3.2.a.3	Offer appropriate elaboration and detail when answering questions.	0 2
Reading Foundations	3.RF.4.2.a.1	Understand the six major syllable patterns.	1 2
	3.RF.4.4.a.1	Read blends and common spelling patterns.	1 3
	3.RF.4.5.a.1	Know and use common word families when reading unfamiliar words.	1 2
	3.RF.4.6.a.1	Read multi-syllabic words composed of roots and related prefixes and suffixes.	0 2
	3.RF.4.6.a.2	Read irregular contractions (e.g., will not = won't).	0 2
	3.RF.4.6.a.3	Read possessives (e.g., children's, Dennis's).	0 2
	3.ML.2.1.a.1	Distinguish among the purposes of various media messages (e.g., for information, entertainment, persuasion, interpretation of events, or transmission of culture.)	0 2

Structural Elements and Organization/ Connection of Ideas/Media Literacy	3.RL.3.1.a.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.	0	1
	3.RL.3.1.a.2	Describe how each successive part of a story, play, or poem builds on earlier sections.	0	2
	3.RL.3.2.a.1	Identify narrator or character's point of view.	0	2
	3.RL.4.2.a.1	Compare and contrast two stories written by the same author about the same or similar characters.	0	1
	3.RN.3.1.a.1	Identify the purpose of a variety of text features.	0	2
	3.RN.3.1.a.2	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	0	2
	3.RN.3.2.a.1	Identify how a nonfiction text can be structured to indicate a problem and solution.	0	2
	3.RN.3.2.a.2	Identify how a nonfiction text can be structured to put events in chronological order.	0	2
	3.RN.3.3.a.1	Identify the author's perspective in a text.	0	2
	3.RN.4.1.a.1	Distinguish between fact and opinion.	1	2
	3.RN.4.1.a.2	Explain how an author uses reasons and facts to support specific points in a text.	0	2
	3.RN.4.2.a.1	Compare and contrast the most important points and key details presented in two texts on the same topic.	0	1
	Writing	3.W.3.1.a.1	State the opinion in an introductory statement or section in a persuasive composition.	0–1
3.W.3.1.a.2		Support the opinion with reasons in an organized way in a persuasive composition.		
3.W.3.1.a.3		Connect opinion and reasons using words and phrases in a persuasive composition.		
3.W.3.1.a.4		Provide a concluding statement or section in a persuasive composition.		
3.W.3.1.a.5		Write persuasive compositions in a variety of formats.		

	3.W.3.2.a.1	State the topic, including a main idea, for the introductory paragraph in an informative composition.	0–3
	3.W.3.2.a.2	Develop a main idea for the introductory paragraph in an informative composition.	
	3.W.3.2.a.3	Group related information together in an informative composition.	
	3.W.3.2.a.4	Develop the topic with facts and details in an informative composition.	
	3.W.3.2.a.5	Connect ideas within categories of information using words and phrases in an informative composition.	
	3.W.3.2.a.6	Use text features when useful to aid comprehension in an informative composition.	
	3.W.3.2.a.7	Provide a concluding statement or section in an informative composition.	
	3.W.3.2.a.8	Write informative compositions on a variety of topics.	
<i>(continued)</i> Writing	3.W.3.3.a.1	Create an introduction (e.g., situation, narrator, characters) in a narrative composition.	0–2
	3.W.3.3.a.2	Include specific descriptive details in a narrative composition.	
	3.W.3.3.a.3	Include clear event sequences in a narrative composition.	
	3.W.3.3.a.4	Include dialogue in a narrative composition	
	3.W.3.3.a.5	Connect ideas and events using introduction and transition words in a narrative composition.	
	3.W.3.3.a.6	Provide an ending in a narrative composition	
	3.W.3.3.a.7	Write narrative compositions in a variety of forms.	
	3.W.4.a.1	Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.	0–2
	3.W.4.a.2	Revise to improve the quality of the writing (e.g., quality of ideas, organization, sentence fluency, word choice).	
	3.W.4.a.3	Edit writing for format and conventions.	

	3.W.5.a.3	Recognize that some sources may be more reliable than others.	0	2
	3.W.6.1a.a.1	Write sentences using abstract nouns.	0	1
	3.W.6.1b.a.1	Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.	0	1
	3.W.6.1b.a.2	Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.	0	2
	3.W.6.1c.a.1	Write sentences that include comparative and superlative adjectives and adverbs accurately.	0	1
	3.W.6.1e.a.1	Correctly write simple sentences.	0	2
	3.W.6.1e.a.2	Correctly write compound sentences.	0	2
	3.W.6.1e.a.3	Correctly write complex sentences.	0	1
	3.W.6.1e.a.4	Use coordinating and subordinating conjunctions.	0	1
	3.W.6.2a.a.1	Appropriately use capitalization.	1	3
	3.W.6.2b.a.1	Use apostrophes to form contractions.	0	2
	3.W.6.2b.a.2	Use contractions to form singular and plural possessives.	0	1
	3.W.6.2b.a.3	Use quotation marks to indicate direct speech.	0	1
	3.W.6.2b.a.4	Appropriately use commas.	0	2
	3.W.6.2c.a.1	Use conventional spelling for high-frequency and other studied words.	0	2
	<p>Link to IDOE's IAM Blueprint Total High Priority (Purple): 6 Total Medium Priority (Blue): 54 Total Lesser Priority (Gray): 17</p> <p>* - Indicates standard not on Vertical Alignment</p>			