

## Mississippi Assessment Program Third Grade Blueprint

Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b><i>Reading Literature</i></b>	<b>0</b>	<b>12-13</b>	<b>4-5</b>	<b>17</b>	<b>20</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 the answers.	0	2-3	0-1	2-3	
<b>RL.3.2</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.	0	2-3	0-1	2-3	
<b>RL.3.3</b> - Describe characters in a story and explain how their actions contribute to the sequence of events.	0	1-2	0-1	1-2	
<b>RL.3.4</b> - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	0	2-3	0-1	2-3	
<b>RL.3.5</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.	0	1-2	0-1	1-2	
<b>RL.3.6</b> - Distinguish their own point of view from that of the narrator or those of the characters.	0	1-2	0-1	1-2	
<b>RL.3.7</b> - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	0	1-2	0-1	1-2	
<b>RL.3.8</b> - (not applicable to literature)	0	0	0	0	
<b>RL.3.9</b> - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.		1-2	0-1	1-2	
<b>RL.3.10</b> - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	0	0	0	0	
<b><i>Reading Informational Text</i></b>	<b>0</b>	<b>12-13</b>	<b>4-6</b>	<b>17</b>	<b>20</b>
<b>RI.3.1</b> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	0	2-3	0-1	2-3	
<b>RI.3.2</b> - Determine the main idea of a text; recount the key details and explain how they support the main idea.	0	2-3	0-1	2-3	

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<b>RI.3.3</b> - 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.	0	2-3	0-1	2-3	
<b>RI.3.4</b> - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	0	2-3	0-1	2-3	
<b>RI.3.5</b> - Use text features and search tools to locate information relevant to a given topic efficiently.	0	1-2	0-1	1-2	
<b>RI.3.6</b> - Distinguish their own point of view from that of the author of a text.	0	1-2	0-1	1-2	
<b>RI.3.7</b> - Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	0	1-2	0-1	1-2	
<b>RI.3.8</b> - Describe the logical connection between particular sentences and paragraphs in a text.	0	2-3	0-1	2-3	
<b>RI.3.9</b> - Compare and contrast the most important points and key details presented in two texts on the same topic.	0	1-2	0-1	1-2	
<b>RI.3.10</b> - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	0	0	0	0	
<b>Language</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>L.3.4</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.	0	1-2	0-1	1-3	
<b>L.3.5</b> - Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	0	1-2	0-1	1-3	
<b>L.3.6</b> - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	0	1-2	0-1	1-3	

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Strand	Performance Task (PT)	Closed-ended	Open-ended	Total #Items	Total #Pts.
<b>Writing</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>12</b>
<p><b>W.3.1</b> - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p><b>W.3.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p><b>L.3.1</b> - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.3.2</b> - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.3</b> - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	1	0	0	1	12
<p><b>Technical Notes:</b> The Writing standard measured (W.3.1, W.3.2, or W.3.3) will be dependent on the writing prompt, which may vary by form. L.3.1-3 will be measured in the Performance Task and scored using the writing rubric. The performance task is worth twelve (12) points towards the overall ELA score.</p>					

<b>Passage Selections</b>	
Genre	Number of Passages
Literature	2
Informational	2
Embedded Field Test	1

<b>Text Complexity Guidelines</b>				
MS CCRS Grade	Degrees of Reading Power® (DRP)	Flesch-Kincaid	The Lexile Framework®	Total Word Counts per Passage/Paired
2-3	42 – 54	1.98 – 5.34	420 – 820	300 – 800