

The purpose of the Practice Test Alignment document is to help teachers, parents, and students gain a better understanding of the Grade 3 English Language Arts iLEAP test structure and the Common Core State Standards as applied to assessment. The table includes session information; the text(s) associated with each item; the sequence number of the items; the primary standard(s) each item measures; a secondary standard when more than one standard is assessed by the item; and a description of what the item measures using language from the standards.

Session	Text(s)	Sequence	Primary Standard(s)	Secondary Standard	Description
Session 1: Writing	Lake Fausse Pointe State Park		W.3.3, L.3.1, L.3.2		Write narratives to develop real or imagined events, using effective technique, descriptive details, and clear event sequences/Demonstrate command of the conventions of standard English
Session 2: Research to Build Knowledge	Nocturnal Animals	1	RI.3.2		Determine the main idea
Session 2: Research to Build Knowledge	Nocturnal Animals	2	RI.3.5		Use text features/search tools (sidebar)
Session 2: Research to Build Knowledge	Nocturnal Animals	3	RI.3.7		Use information gained from illustrations
Session 2: Research to Build Knowledge	Nocturnal Animals	4	RI.3.1		Ask questions to show understanding of the text
Session 2: Research to Build Knowledge	Nocturnal Animals	5	RI.3.9		Compare and contrast key details presented in two texts
Session 2: Research to Build Knowledge	Nocturnal Animals	6	W.3.8		Sort evidence into provided categories
Session 2: Research to Build Knowledge	Nocturnal Animals	7	RI.3.3		Describe the relationship, using language that pertains to cause/effect
Session 2: Research to Build Knowledge	Nocturnal Animals	8	W.3.8		Gather information from print and digital sources
Session 3: Language		9	L.3.1.d		Form and use irregular verbs
Session 3: Language		10	L.3.1.f		Ensure subject-verb agreement

Session 3: Language		11	L.3.2.c		Use commas in dialogue
Session 3: Language		12	L.3.2.d		Form and use possessives
Session 3: Language		13	L.3.2.f		Use spelling patterns
Session 3: Language	Colonial Days	14	W.3.5		Strengthen writing as needed by revising and editing
Session 3: Language	Colonial Days	15	L.3.1.d		Form and use irregular verbs
Session 3: Language	Colonial Days	16	L.3.1.f		Ensure pronoun-antecedent agreement
Session 3: Language	Colonial Days	17	W.3.5		Strengthen writing as needed by revising and editing
Session 3: Language	The Jokester	18	W.3.5		Strengthen writing as needed by revising and editing
Session 3: Language	The Jokester	19	W.3.5		Strengthen writing as needed by revising and editing
Session 3: Language	The Jokester	20	L.3.1.e		Use simple verb tenses
Session 3: Language	The Jokester	21	L.3.1.h		Use coordinating and subordinating conjunctions
Session 4: Reading and Responding Part 1	Humpback Whales	22	RI.3.2		Recount the key details and how they support the main idea
Session 4: Reading and Responding Part 1	Humpback Whales	23	RI.3.8		Describe the logical connection between sentences in a text
Session 4: Reading and Responding Part 1	Humpback Whales	24	RI.3.1		Answer questions to demonstrate understanding of a text
Session 4: Reading and Responding Part 1	Humpback Whales	25	RI.3.4	L.3.4	Determine the meaning of general academic words relevant to a grade 3 topic or subject area/Use context to determine meaning

Session 4: Reading and Responding Part 1	Humpback Whales	26	RI.3.7		Use information gained from illustrations to demonstrate understanding of the text
Session 4: Reading and Responding Part 1	A Puppy's Tail	27	RL.3.1	RL.3.3	Answer questions to demonstrate understanding of a text/Describe characters
Session 4: Reading and Responding Part 1	A Puppy's Tail	28	RL.3.1		Answer questions to demonstrate understanding of a text
Session 4: Reading and Responding Part 1	A Puppy's Tail	29	L.3.5		Distinguish the literal and nonliteral meanings of words or phrases
Session 4: Reading and Responding Part 1	A Puppy's Tail	30	RL.3.5		Describe how each successive part builds on earlier sections
Session 4: Reading and Responding Part 1	A Puppy's Tail	31	RL.3.2		Explain how the central message of a text is conveyed
Session 4: Reading and Responding Part 1	Ice Hotel	32	RI.3.2		Explain how key details support the main idea of a text
Session 4: Reading and Responding Part 1	Ice Hotel	33	RI.3.3		Describe the relationship between a series of steps in a text that pertains to time or sequence
Session 4: Reading and Responding Part 1	Ice Hotel	34	L.3.4		Use sentence-level context as a clue to the meaning of a word
Session 4: Reading and Responding Part 1	Ice Hotel	35	RL.3.1		Answer questions to demonstrate understanding of a text
Session 4: Reading and Responding Part 1	Soccer	36	RL.3.2, RL.3.1		Determine the central message of a text and refer to the text as the basis for answers
Session 4: Reading and Responding Part 1	Soccer	37	L.3.5	RL.3.4	Distinguish the literal and nonliteral meanings of words or

					phrases
Session 4: Reading and Responding Part 1	Soccer	38	RL.3.3		Describe characters in a story (their motivations)
Session 4: Reading and Responding Part 1	Soccer	39	RL.3.3		Describe characters (their traits, feelings)
Session 4: Reading and Responding Part 2	Rabbit Plays Tug-of-War	40	RL.3.5		Describe how each successive part builds on earlier sections
Session 4: Reading and Responding Part 2	Rabbit Plays Tug-of-War	41	RL.3.3		Describe characters in a story (their motivations)
Session 4: Reading and Responding Part 2	Rabbit Plays Tug-of-War	42	RL.3.4	L.3.4	Determine meanings of words as they are used in a text
Session 4: Reading and Responding Part 2	Rabbit Plays Tug-of-War	43	RL.3.2		Determine the central lesson of a text
Session 4: Reading and Responding Part 2	Rabbit Plays Tug-of-War	44	RL.3.3		Describe characters in a story and explain how their actions contribute to the sequence of events