

Words extracted directly from the standard and/or associated with the instruction of the content within the standard.

## READINESS STANDARDS - English Language Arts Grade 3

**(3.4) Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

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|--|--------------------------------------|
| (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots | Prefix, Suffix, Root, Base word      |
| (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs               | Context, Multiple meaning, Homograph |

**(3.8) Reading/Comprehension of Literary Text/Fiction.** Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to

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|---|---------------------------------------|
| (A) sequence and summarize the plot's main events and explain their influence on future events        | Sequence, Summarize, Event, Influence |
| (B) describe the interaction of characters including their relationships and the changes they undergo | Character, Relationship, Interaction  |

**(3.13) Reading/Comprehension of Informational Text/Expository Text.** Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to

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|---|---|
| (A) identify the details or facts that support the main idea  | Main idea, Facts, Details                           |
| (B) draw conclusions from the facts presented in text and support those assertions with textual evidence  | Draw conclusions                                    |
| (C) identify explicit cause and effect relationships among ideas in texts   | Organizational pattern, Structure, Cause and effect |
| (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text | Text feature, Verify, Prediction                    |

**(3.19) Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

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|--|-----------------------------|
| (D) make inferences about text and use textual evidence to support understanding | Inference, Textual evidence |
| (E) summarize information in text, maintaining meaning and logical order         | Summarize, Logical order    |

# SUPPORTING STANDARDS - English Language Arts Grade 3

(3.4) **Reading/Vocabulary Development.** Students understand new vocabulary and use it when reading and writing. Students are expected to

(C) identify and use antonyms, synonyms, homographs, and homophones

Antonym, Synonym, Homograph, Homophone

(3.2) **Reading/Beginning Reading/Strategies.** Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text

Relevant, Clarification

(3.5) **Reading/Comprehension of Literary Text/Theme and Genre.** Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to

(A) paraphrase the themes and supporting details of fables, legends, myths, or stories

Paraphrase, Theme, Topic, Fable, Legend, Myth

(3.6) **Reading/Comprehension of Literary Text/Poetry.** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to

(A) describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse)

Imagery, Characteristics, Narrative poetry, Lyrical poetry, Humorous poetry, Free verse

(3.9) **Reading/Comprehension of Literary Text/Literary Nonfiction.** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding.

There is no sub-standard (A, B, etc) for this standard

Literary nonfiction, Autobiography, Biography, Point of view, Structure, Element, Feature

(3.10) **Reading/Comprehension of Literary Text/Sensory Language.** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to

(A) identify language that creates a graphic visual experience and appeals to the senses

Graphic, Visual, Senses

(3.15) **Reading/Comprehension of Informational Text/Procedural Texts.** Students understand how to glean and use information in procedural texts and documents. Students are expected to

(B) locate and use specific information in graphic features of text

Graphic features

(3.16) **Reading/Media Literacy.** Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

There is no sub-standard (A, B, etc) for this standard

Media, Image, Graphic

# SUPPORTING STANDARDS - English Language Arts Grade 3

(3.19) **Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to

(D) make inferences about text and use textual evidence to support understanding

Inference

(E) summarize information in text, maintaining meaning and logical order.

Summarize, Logical order