

Grade 3 Reading

- (E) make connections to personal experiences, ideas in other texts, and society;
- (F) make inferences and use evidence to support understanding;
- (G) evaluate details read to determine key ideas;
- (H) synthesize information to create new understanding;

(7) **Response skills: listening, speaking, reading, writing, and thinking using multiple texts.** The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- (C) use text evidence to support an appropriate response;
- (D) retell and paraphrase texts in ways that maintain meaning and logical order;

(8)

Example s i n g

- (A) demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths;
- (B) explain rhyme scheme, sound devices, and structural elements of poetry.

- (C) explain the author's use of print and graphic features to achieve specific purposes;
- (D) describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;
- (E) identify the use of literary devices, including first- or third-person point of view;
- (F) discuss how the author's use of language contributes to voice; and
- (G) identify and explain the use of hyperbole.

Genres Assessed in Revising and Editing:

- Fiction
- Literary Nonfiction
- Correspondence
- Expository/Informational
- Argumentative
- Persuasive

**Reporting Category 2:
Writing
Revising and Editing**

The student will revise and edit a variety of texts from various genres.

- (2) **Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing.** The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- (B) demonstrate and apply spelling knowledge by:
- (i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;
 - (ii) spelling homophones;
 - (iii) spelling compound words, contractions, and abbreviations;
 - (iv) spelling multisyllabic words with multiple sound-spelling patterns;
 - (v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;
 - (vi) spelling words using knowledge of prefixes; and
 - (vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;

