

Grade Level Expectations

Grade 3 Literature Standard Matrix

Literature Standards	Academic Activities	Assessment
<p>R-3-1: Applies word identification/ decoding strategies by ... R-3-1.1 Identifying <u>multi-syllabic words</u>, by using knowledge of sounds, syllable types, or word patterns (including <u>prefixes</u>, <u>suffixes</u>, or <u>variant spellings for consonants or vowels</u>, e.g., <u>bought</u>)</p>	▪	
<p>R-3-2: Students identify the meaning of unfamiliar vocabulary by...</p> <p>R-3-2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “uncovered;” or context clues; or <u>other resources, such as dictionaries, glossaries</u>; or prior knowledge)</p>	▪	
<p>R-3-3: Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ... R-3-3.1 Identifying synonyms, antonyms, or <u>homonyms/ homophones</u>; or categorizing words R-3-3.2 Selecting appropriate words to use in context, including content specific vocabulary (e.g., predator/prey), or <u>words with multiple meanings</u>)</p>	▪	
<p>R-3-4: Demonstrate initial understanding of elements of literary texts by... R-3-4.1 Identifying or describing character(s), setting, problem/solution, major events, or <u>plot</u>, as appropriate to text R-3-4.2 Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text</p>	▪	
<p>R-3-5: Analyze and interpret elements of literary texts, citing evidence where appropriate by... R-3-5.1 Making logical predictions R-3-5.2 <u>Describing</u> main characters' physical characteristics or personality traits; or <u>providing examples of thoughts, words or actions that reveal characters' personality traits</u> R-3-5.3 Making basic inferences about problem, <u>conflict</u>, or solution (e.g., cause-effect relationships) R-3-5.4 Not assessed through large-scale assessment</p>	▪	

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Literature Standards	Academic Activities	Student Performance
R-3-5.5 Identifying the author's basic message		
<p>R-3-7: Demonstrate initial understanding of informational texts (expository and practical texts) by...</p> <p>R-3-7.1 Obtaining information, from text features (e.g., <u>table of contents</u>, glossary, <u>basic transition words</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations)</p> <p>R-3-7.2 Using information from the text to answer questions related to explicitly stated <u>main/central ideas</u> or details</p> <p>R-3-7.3 Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)</p>		
<p>R-3-8: Analyze and interpret informational texts, citing evidence where appropriate by...</p> <p>R-3-8.1 Connecting information <i>within</i> a text EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text</p> <p>R-3-8.2 Recognizing generalizations about text (e.g., identifying appropriate titles, <u>assertions</u>, or <u>controlling ideas</u>)</p> <p>R-3-8.3 Making basic inferences, drawing basic conclusions, or <u>forming judgments/opinions about central ideas that are relevant</u></p> <p>R-3-8.4 Distinguishing fact from opinion</p> <p>R-3-8.5 Making inferences about <u>causes</u> or effects</p>		