Grade 3 Reading

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(8)	8ple	gen g s		i	n	g
	(D)	retell and paraphra logical order;	se texts in wa	ays that m	aintain meani	ng and
	(C)	use text evidence t	o support an	appropriat	e response;	
(7)	Response skills: listening, speaking, reading, writing, a thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, hear viewed. The student is expected to:					
	(H)	synthesize informa	tion to create	new unde	rstanding;	
	(G)	evaluate details rea	ıd to determiı	ne key idea	as;	
	(F)	make inferences ar	d use eviden	ce to supp	ort understan	ding;
	(E)	make connections tand society;	o personal ex	(periences	, ideas in othe	r texts,

(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 eld37ryh y 0.5 (37 (r)5.4

- (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 thirdperson 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
 Expository/Informational

Literary Nonfiction
 Argumentative

Correspondence
 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:
 - 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;