

**Sunshine State Standards Grade Level Expectations
Language Arts**

Correlated to

**Focus on Reading Strategies
Perfection Learning Corporation**

Grade 3

Grade Level Expectations Reading	Focus on Reading Strategies Student Book Pages
<p>Strand A: Reading Standard 1: The student uses the reading process effectively. Benchmark (LA.A.1.2) The student:</p> <ol style="list-style-type: none"> 1. uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection. 2. selects from a variety of simple strategies, including the use of phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling, and using visual cues, to identify words and construct meaning from various texts, illustrations, graphics, and charts. 3. uses simple strategies to determine meaning and increase vocabulary for reading, including the use of prefixes, suffixes, root words, multiple meanings, antonyms, synonyms, and word relationships. 4. clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion. 	<p>39</p> <p>9-10, 19, 33, 52, 64-65, 88, 101, 113, 124</p> <p>9, 34, 43, 52, 101-102, 113, 124, 142,</p> <p>5-6, 81, 146-147 (Teacher Guide, page 13)</p>
<p>Strand A: Reading Standard 2 The student constructs meaning from a wide range of texts. Benchmark (LA.A.2.2) The student:</p> <ol style="list-style-type: none"> 1. reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order. 3. recognizes when a text is primarily intended to persuade. 5. recognizes the difference between fact and opinion presented in a text. 	<p>39, 40-42, 46-47, 91, 104-105</p> <p>48-51, 55-56</p> <p>48-51, 53-54, 57-63, 67, 73-75</p>

<p>Strand B: Writing Standard 1: The student uses writing processes effectively. Benchmark LA.B.1.2 The student:</p> <ol style="list-style-type: none"> prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing. drafts and revises writing in cursive that: focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling. 	<p>38, 55, 68, 79, 92, 105, 115, 128, 139, 145, 157</p> <p>23, 47, 56, 68, 80, 92, 106, 116, 129, 145, 158</p>
<p>Strand B: Writing Standard 2: The student writes to communicate ideas and information effectively. Benchmark LA.B.2.2 The student:</p> <ol style="list-style-type: none"> writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media. writes for a variety of occasions, audiences, and purposes. creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line. creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose. 	<p>13, 22, 37, 46, 55, 104, 115, 146-147</p> <p>38, 55-56, 68, 80, 92, 106, 116, 158</p> <p>92, 106, 129, 139</p> <p>80, 68, 47, 23</p>
<p>Strand C: Listening, Viewing, and Speaking Standard 1: The student uses listening strategies effectively. Benchmark LA.C.1.2 The student:</p> <ol style="list-style-type: none"> listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, and informational speeches. listens attentively to the speaker, including making 	<p>81, 159 (Teacher Guide, 11-12)</p> <p>81, 159</p>

<p>eye contact and facing the speaker.</p> <p>5. responds to speakers by asking questions, making contributions, and paraphrasing what is said.</p>	<p>(Teacher Guide, 11-12)</p> <p>81, 159 (Teacher Guide, 11-12)</p>
<p>Strand D: Language Standard 2: The student understands the power of language. Benchmark LA.D.2.2 The student:</p> <p>1. understands that word choices can shape reactions, perception, and beliefs.</p> <p>2. identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.</p>	<p>51, 70, 76</p> <p>130-145</p>
<p>Strand E: Literature Standard 1: The student understands the common features of a variety of literary forms. Benchmark LA.E.1.2 The student:</p> <p>2. understands the development of plot and how conflicts are resolved in a story.</p> <p>4. knows the similarities and differences among the characters, settings, and events presented in various texts.</p> <p>5. identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.</p>	<p>83-87, 90-91, 93-100,</p> <p>107-129</p> <p>130-139, 140-145</p>
<p>Strand E: Literature Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama. Benchmark LA.E.2.2 The student:</p> <p>3. responds to a work of literature by explaining how the motives of the characters or the causes of events compare with those in his or her own life.</p> <p>4. identifies the major theme in a story or nonfiction text.</p> <p>6. forms his or her own ideas about what has been read in a literary text and uses specific information from the text to support these ideas.</p>	<p>48-51, 55-56</p> <p>131-138, 140-145</p> <p>104-105, 109-116</p>