

# 3<sup>RD</sup> GRADE READING CHECKLIST

## Goals 1 – 5

### Illinois Learning Standards A-C Assessment Frameworks

ISAT test questions are derived from this checklist. Use as a curriculum guide.

#### WORDS IN ISOLATION

- \_\_\_\_\_ Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).
- \_\_\_\_\_ Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).
- \_\_\_\_\_ Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).

#### WORDS IN CONTEXT

- \_\_\_\_\_ Determine the meaning of unknown words using within-sentence clues.
- \_\_\_\_\_ Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
- \_\_\_\_\_ Use synonyms to define words.
- \_\_\_\_\_ Use antonyms to define words.

#### READING STRATEGIES

- \_\_\_\_\_ Activate prior knowledge to establish purpose for reading a given passage.
- \_\_\_\_\_ Identify probable outcomes or actions.
- \_\_\_\_\_ Use information in illustrations to help understand a reading passage.
- \_\_\_\_\_ Determine which illustrations support the meaning of a passage.
- \_\_\_\_\_ Determine which charts and graphs support the meaning of a passage.
- \_\_\_\_\_ Identify explicit and implicit main ideas.
- \_\_\_\_\_ Locate information using simple graphic organizers such as Venn diagrams.
- \_\_\_\_\_ Make comparisons across reading passages (e.g., topics, story elements).

#### LITERAL OR SIMPLE INFERENCE

\_\_\_\_\_ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

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**SUMMARIZING AND MAIN IDEA**

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\_\_\_\_\_ Distinguish the main ideas and supporting details in informational text.

\_\_\_\_\_ Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).

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**SEQUENCING AND ORDERING**

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\_\_\_\_\_ Identify or summarize the order of events in a story.

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**DRAWING CONCLUSIONS BASED ON EVIDENCE**

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\_\_\_\_\_ Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.

\_\_\_\_\_ Distinguish between fact and opinion.

\_\_\_\_\_ Draw conclusions from information in maps, charts, and graphs.

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**INTERPRETING INSTRUCTIONS**

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\_\_\_\_\_ Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).

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**AUTHOR'S PURPOSE AND DESIGN**

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\_\_\_\_\_ Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).

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**ENABLING OBJECTIVES**

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\_\_\_\_\_ Identify words that begin with the same sound including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).

\_\_\_\_\_ Identify words having the same vowel sound (e.g., date and slave).

\_\_\_\_\_ Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).

\_\_\_\_\_ Determine the answer to a literal or simple inference question regarding the meaning of a passage.

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**STORY AND LITERARY STRUCTURE**

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\_\_\_\_\_ Differentiate among the literary elements of plot, character, and setting.

\_\_\_\_\_ Identify main and supporting characters.

\_\_\_\_\_ Identify events important to the development of the plot.

\_\_\_\_\_ Identify setting (i.e., place and time period).

\_\_\_\_\_ Identify author's message.

\_\_\_\_\_ Explain outcomes using the following literary elements: problem/conflict, resolution.

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## **CHARACTERIZATION**

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\_\_\_\_\_ Determine what characters are like (by what they say or do) by how the author or illustrator portrays them.

\_\_\_\_\_ Determine character motivation.

\_\_\_\_\_ Identify and compare characters' attributes within and across stories.

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## **VARIETY OF LITERARY WORKS (STANDARD B)**

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\_\_\_\_\_ Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.

### **Grade 3**

#### **Part Definition**

**-ed** (e.g., talked, helped)

**-ing** (e.g., walking, barking)

**-s, -es** (e.g., dogs, lunches)

**-er** (e.g., bigger, brighter) [means "more," not "one who"]

**-est** (e.g., biggest, brightest)

**-less** (e.g., careless, helpless)

**-ar, -er, -or** (e.g., liar, fighter, inspector) [means "one who"]

**dis-** (e.g., disobey, disappear)

**-en** (e.g., tighten, eaten)

**-ful** (e.g., thankful, beautiful)

**-ly** (e.g., happily, slowly)

**re-** (e.g., redo, rebuild, rewrite)

**un-** (e.g., unable, unfinished, unwelcome, unimportant)

**-y** (e.g., sleepy, dirty, faulty)