

## Third Grade Illinois Assessment Framework

| STANDARD 1A –<br>VOCABULARY<br>DEVELOPMENT   | Related Textbook pages | Related Additional Resources<br>and Activities | Assessment Items |
|--|------------------------|--|------------------|
| <b>Words in Isolation</b>  |                        |  |                  |
| <p><b>1.3.01</b> 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).</p> |                        |  |                  |
| <p><b>1.3.02</b> Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).</p>   |                        |  |                  |
| <p><b>1.3.03</b> 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).</p>   |                        |  |                  |
| <p><b>1.3.04</b> Identify words having the same vowel sound (e.g., date and slave).</p>  |                        |  |                  |
| <p><b>1.3.05</b> Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).</p>  |                        |  |                  |
| <p><b>1.3.06</b> Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).</p>   |                        |  |                  |
| <b>Words in Context</b>  |                        |  |                  |

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|---|--|--|--|
| <p><b>1.3.07</b> Determine the meaning of unknown words using within-sentence clues.</p>                      |  |  |  |
| <p><b>1.3.08</b> Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.</p> |  |  |  |
| <p><b>1.3.09</b> Use synonyms to define words.</p>  |  |  |  |
| <p><b>1.3.10</b> Use antonyms to define words.</p>  |  |  |  |
| <p><b>1.3.11</b> Determine the word that best fits a given context.</p>                                       |  |  |  |

| <b>STANDARDS 1B, 1C –<br/>READING<br/>STRATEGIES</b>                                     | <b>Related Textbook pages</b> | <b>Related Additional Resources<br/>and Activities</b> | <b>Assessment Items</b> |
|--|-------------------------------|--|-------------------------|
| <b>1.3.12</b> Activate prior knowledge to establish purpose for reading a given passage. |                               |  |                         |
| <b>1.3.13</b> Identify probable outcomes or actions.                                     |                               |  |                         |
| <b>1.3.14</b> Use information in illustrations to help understand a reading passage.     |                               |  |                         |
| <b>1.3.15</b> Determine which illustrations support the meaning of a passage.            |                               |  |                         |
| <b>1.3.16</b> Determine which charts and graphs support the meaning of a passage.        |                               |  |                         |
| <b>1.3.17</b> Identify explicit and implicit main ideas.                                 |                               |  |                         |
| <b>1.3.18</b> Locate information using simple graphic organizers such as Venn diagrams.  |                               |  |                         |
| <b>1.3.19</b> Make comparisons across reading passages (e.g., topics, story elements).   |                               |  |                         |

| <b>STANDARD 1C –<br/>READING<br/>COMPREHENSION</b>  | <b>Related Textbook pages</b> | <b>Related Additional Resources<br/>and Activities</b> | <b>Assessment Items</b> |
|---|-------------------------------|--|-------------------------|
| <b>Literal or Simple<br/>Inference</b>  |                               |  |                         |
| <b>1.3.20</b> Determine the answer to a literal or simple inference question regarding the meaning of a passage.  |                               |  |                         |
| <b>Summarizing and Main<br/>Idea</b>  |                               |  |                         |
| <b>1.3.21</b> Distinguish the main ideas and supporting details in informational text.  |                               |  |                         |
| <b>1.3.22</b> 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). |                               |  |                         |
| <b>Sequencing and<br/>Ordering</b>  |                               |  |                         |
| <b>1.3.23</b> Identify or summarize the order of events in a story.   |                               |  |                         |
| <b>Drawing Conclusions<br/>Based on Evidence</b>  |                               |  |                         |
| <b>1.3.24</b> Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.  |                               |  |                         |
| <b>1.3.25</b> Differentiate between fact and opinion.   |                               |  |                         |

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|--|--|--|--|
| <p><b>1.3.26</b> Draw conclusions from information in maps, charts, and graphs.</p>  |  |  |  |
| <p><b>Interpreting Instructions</b></p>  |  |  |  |
| <p><b>1.3.27</b> Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).</p> |  |  |  |
| <p><b>Author's Purpose and Design</b></p>  |  |  |  |
| <p><b>1.3.28</b> Identify the author's purpose for writing a fiction or nonfiction text, (e.g., to entertain or to inform).</p>                                      |  |  |  |

| <b>STANDARD 2A –<br/>LITERARY<br/>ELEMENTS AND<br/>TECHNIQUES</b>   | <b>Related Textbook pages</b> | <b>Related Additional Resources<br/>and Activities</b> | <b>Assessment Items</b> |
|---|-------------------------------|--|-------------------------|
| <b>Story and Literary<br/>Structure</b>   |                               |  |                         |
| <b>2.3.01</b> Differentiate among the literary elements of plot, character, and setting.                                |                               |  |                         |
| <b>2.3.02</b> Identify main and supporting characters.  |                               |  |                         |
| <b>2.3.03</b> Identify events important to the development of the plot.   |                               |  |                         |
| <b>2.3.04</b> Identify setting (i.e., place and time period).   |                               |  |                         |
| <b>2.3.05</b> Identify author’s message.  |                               |  |                         |
| <b>2.3.06</b> Explain outcomes using the following literary elements: problem/conflict, resolution.                     |                               |  |                         |
| <b>Characterization</b>   |                               |  |                         |
| <b>2.3.07</b> Determine what characters are like by what they say or do by how the author or illustrator portrays them. |                               |  |                         |
| <b>2.3.08</b> Determine character motivation.   |                               |  |                         |
| <b>2.3.09</b> Identify and compare characters’ attributes in a story.   |                               |  |                         |
| <b>Literary Terms and Devices –not tested</b>   |                               |  |                         |

| <b>STANDARD 2B –<br/>VARIETY OF<br/>LITERARY WORKS</b>  | <b>Related Textbook pages</b> | <b>Related Additional Resources<br/>and Activities</b> | <b>Assessment Items</b> |
|---|-------------------------------|--|-------------------------|
| <p><b>2.3.10</b> Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.</p> |                               |  |                         |

## Reading – Roots and Affixes

This list indicates what may be covered on the vocabulary items of the state assessment.

| Grade 3              |  | Grade 4             |  | Grade 5                                  |   | Grade 6      |                                  | Grade 7      |                                 | Grade 8              |                                     |
|----------------------|--|---------------------|--|--|---|--------------|----------------------------------|--------------|---------------------------------|----------------------|-------------------------------------|
| Part                 | Example  | Part                | Example                                  | Part                                     | Example   | Part         | Example                          | Part         | Example                         | Part                 | Example                             |
| <b>-ed</b>           | (e.g., talked, helped)                                 | <b>-able, -ible</b> | (e.g., dependable, edible)               | <b>-age</b>                              | (e.g., package, usage)                              | <b>ambi-</b> | (e.g., ambidextrous, ambivalent) | <b>anti-</b> | (e.g., antagonist, antacid)     | <b>acid, acri</b>    | (e.g., acidic, acrimonious)         |
| <b>-ing</b>          | (e.g., walking, barking)                               | <b>-al</b>          | (e.g., natural, rental)                  | <b>-ate</b>                              | (e.g., generate, dictate)                           | <b>arch</b>  | (e.g., archenemy, archbishop)    | <b>astro</b> | (e.g., astronomy, astrophysics) | <b>ad-</b>           | (e.g., addict, advise)              |
| <b>-s, -es</b>       | (e.g., dogs, lunches)                                  | <b>-ance</b>        | (e.g., reluctance, tolerance)            | <b>auto</b>                              | (e.g., automobile, automatic)                       | <b>bene</b>  | (e.g., beneficial, benefactor)   | <b>calor</b> | (e.g., caloric, scald)          | <b>anthrop</b>       | (e.g., anthropoid, anthropology)    |
| <b>-er</b>           | (e.g., bigger, brighter) [means “more,” not “one who”] | <b>bi-</b>          | (e.g., bicycle, bivalve, triangle)       | <b>co-</b><br><b>(con-, com-, coll-)</b> | (e.g., coincidence, congregate, combine, collision) | <b>bio</b>   | (e.g., biology, biography)       | <b>-cide</b> | (e.g., fratricide, suicide)     | <b>-ary</b>          | (e.g., dictionary, dietary)         |
| <b>-est</b>          | (e.g., biggest, brightest)                             | <b>ex-</b>          | (e.g., exclude, expel)                   | <b>demo</b>                              | (e.g., democratic, demographic)                     | <b>cycle</b> | (e.g., bicycle, cyclone)         | <b>corp</b>  | (e.g., corporal, corporation)   | <b>aud</b>           | (e.g., audible, auditory)           |
| <b>-less</b>         | (e.g., careless, helpless)                             | <b>fact</b>         | (e.g., factory, manufacture)             | <b>dict</b>                              | (e.g., predict, dictionary)                         | <b>de-</b>   | (e.g., deform, depend)           | <b>cred</b>  | (e.g., credibility, incredible) | <b>bin-</b>          | (e.g., binary, binomial)            |
| <b>-ar, -er, -or</b> | (e.g., liar, fighter, inspector) [means “one who”]     | <b>geo</b>          | (e.g., geography, geology)               | <b>en-</b>                               | (e.g., encourage, enslave, employ)                  | <b>di-</b>   | (e.g., divide, divorce)          | <b>dorm</b>  | (e.g., dormitory, dormant)      | <b>cata-</b>         | (e.g., catacombs, catatonic)        |
| <b>dis-</b>          | (e.g., disobey, disappear)                             | <b>-ic</b>          | (e.g., heroic, realistic)                | <b>graph</b>                             | (e.g., graphic, photograph)                         | <b>duct</b>  | (e.g., introduction, deduct)     | <b>epi</b>   | (e.g., epicenter, episode)      | <b>circ, circum-</b> | (e.g., circumference, circumstance) |
| <b>-en</b>           | (e.g., tighten, eaten)                                 | <b>il-, ir-</b>     | (e.g., illegal, irregular)               | <b>human</b>                             | (e.g., humanity, inhuman)                           | <b>ex-</b>   | (e.g., excel, excite)            | <b>eu-</b>   | (e.g., eulogy, eureka)          | <b>helio</b>         | (e.g., heliotherapy, heliotrope)    |
| <b>-ful</b>          | (e.g., thankful, beautiful)                            | <b>in-, im-</b>     | (e.g., immigrate, immature, indigestion) | <b>inter-</b>                            | (e.g., interaction, interfere, interstate)          | <b>fore-</b> | (e.g., foreword, forewarned)     | <b>flex</b>  | (e.g., flexible, reflex)        | <b>hydra, hydro</b>  | (e.g., hydrate, hydraulic)          |

## Reading – Roots and Affixes (Continued)

This list indicates what may be covered on the vocabulary items of the state assessment.

| Grade 3    |                                | Grade 4       |                             | Grade 5                     |  | Grade 6                                    |                                   | Grade 7                    |                                   | Grade 8                      |                                 |
|------------|--------------------------------|---------------|-----------------------------|-----------------------------|--|--|-----------------------------------|----------------------------|-----------------------------------|------------------------------|---------------------------------|
| Part       | Example                        | Part          | Example                     | Part                        | Example                                  | Part                                       | Example                           | Part                       | Example                           | Part                         | Example                         |
| <b>-ly</b> | (e.g., happily, slowly)        | <b>-ish</b>   | (e.g., childish, babyish)   | <b>-ion,</b><br><b>-ian</b> | (e.g., location, celebration, guardian)  | <b>-ous</b>                                | (e.g., famous, various)           | <b>macro-</b>              | (e.g., macroeconomics, macrocosm) | <b>-ive</b>                  | (e.g., definitive, derivative)  |
| <b>re-</b> | (e.g., redo, rebuild, rewrite) | <b>non-</b>   | (e.g., nonsense, nonstop)   | <b>-ity</b>                 | (e.g., clarity, enmity)                  | <b>para-</b>                               | (e.g., paranormal, parameter)     | <b>mar,</b><br><b>mari</b> | (e.g., marine, mariner)           | <b>mal-</b>                  | (e.g., malady, malaria)         |
| <b>un-</b> | (e.g., unable, unfinished)     | <b>over</b>   | (e.g., overdone)            | <b>-ize</b>                 | (e.g., economize, homogenize)            | <b>-ship</b>                               | (e.g., friendship, relationship)  | <b>micro-</b>              | (e.g., microcosm, microphone)     | <b>mid-</b>                  | (e.g., midnight, midwife)       |
| <b>-y</b>  | (e.g., sleepy, dirty, faulty)  | <b>port</b>   | (e.g., transport, portable) | <b>-ment</b>                | (e.g., contentment, nourishment)         | <b>super-</b>                              | (e.g., superman, superintendent)  | <b>mono-</b>               | (e.g., monomania, mononucleosis)  | <b>-ness</b>                 | (e.g., kindness, lightness)     |
|            |                                | <b>pre-</b>   | (e.g., preview, precooked)  | <b>meter</b>                | (e.g., thermometer, barometer)           | <b>sym-,</b><br><b>syn-,</b><br><b>sys</b> | (e.g., symmetry, synonym, system) | <b>peri-</b>               | (e.g., periscope, periodic)       | <b>ob-</b>                   | (e.g., obituary, obese)         |
|            |                                | <b>struct</b> | (e.g., construct, destruct) | <b>mis-</b>                 | (e.g., misguide, misinterpret)           | <b>tempo</b>                               | (e.g., temporal, contemporary)    | <b>pseudo-</b>             | (e.g., pseudonym)                 | <b>omni</b>                  | (e.g., omnipotent, omnipresent) |
|            |                                | <b>tri</b>    | (e.g., tricycle, triangle)  | <b>multi-</b>               | (e.g., multimillionaire, multitude)      | <b>ultra-</b>                              | (e.g., ultraviolet, ultrasonic)   | <b>semi-</b>               | (e.g., semimonthly, semicircle)   | <b>pater,</b><br><b>part</b> | (e.g., paternal, patrimony)     |
|            |                                |               |                             | <b>-ous</b>                 | (e.g., humorous, mysterious)             | <b>vale,</b><br><b>vali</b>                | (e.g., validity, valor)           | <b>-ure</b>                | (e.g., puncture, lecture)         | <b>spect</b>                 | (e.g., spectacular, inspect)    |
|            |                                |               |                             | <b>pro-</b>                 | (e.g., production, proceed)              |  |                                   |                            |                                   | <b>theo</b>                  | (e.g., theocracy, theology)     |
|            |                                |               |                             | <b>sphere</b>               | (e.g., spherical, hemisphere, )          |  |                                   |                            |                                   | <b>under-</b>                | (e.g., underdone, undermine)    |
|            |                                |               |                             | <b>sub</b>                  | (e.g., subnormal, submarine)             |  |                                   |                            |                                   |                              |                                 |
|            |                                |               |                             | <b>trans-</b>               | (e.g., transportation, transcontinental) |  |                                   |                            |                                   |                              |                                 |
|            |                                |               |                             | <b>-ual</b>                 | (e.g., usual, gradual)                   |  |                                   |                            |                                   |                              |                                 |

