

<p>Lexia Primary Reading™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p style="text-align: center;">Grade 3</p>	
<p>FL Grade Expectations for the Sunshine State Standards in Language Arts: Grade 3</p>	<p>Lexia Primary Reading™ Activity</p>

Strand A: Reading	
Standard 1: The student uses the reading process effectively	
<i>Benchmark LA.A.1.2.1: The student uses a table of contents, index, headings, captions, illustrations, and major words to anticipate or predict content and purpose of a reading selection.</i>	
1. uses text features to predict content and monitor comprehension (for example, uses table of contents, indexes, captions, illustrations, key words, preview text).	
2. uses knowledge of formats, ideas, plots, and elements from previous reading to generate questions and make predictions about content of text.	
<i>Benchmark LA.A.1.2.2: The student 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.</i>	
1. uses decoding strategies to clarify pronunciation (for example, lesson common vowel patterns, homophones).	<p>Level 1 Activities Touch and Listen Match It! Consonant Castle Bridge</p> <p>Level 2 Activities Change Spin It Balloons Score Word Hunt</p> <p>Level 3 Activities Train Super Change Pirate Ship Word Stairs Elevator</p>

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2. uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones.	
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3. makes, confirms, and revises predictions.	
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4. uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies).	
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5. establishes a purpose for reading (for example, entertaining; skimming for facts; answering a specific question).	
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Benchmark LA.A.1.2.3: The student 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.

1. uses a variety of strategies to determine meaning and increase vocabulary (for example, prefixes, suffixes, root words, less common vowel patterns, homophones, compound words, contractions).	
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2. discusses meanings of words and develops vocabulary through meaningful real-world experiences	
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3. develops vocabulary by reading independently and using reference books.	
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Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.

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<p>1. uses a variety of strategies to monitor reading in third-grade or higher texts (for example, rereading, self-correcting, summarizing, checking other sources, class and group discussions, reading on, trying alternative pronunciations, asking questions).</p>	
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Standard 2: The student constructs meaning from a wide range of texts.

Benchmark LA.A.2.2.1: The student reads text and determines the main idea or essential message, identifies relevant supporting details and facts, and arranges events in chronological order.

<p>1. understands explicit and implicit ideas and information in third-grade or higher texts (for example, main idea, implied message, relevant supporting details and facts, chronological order of events).</p>	
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Benchmark LA.A.2.2.2: The student identifies the author’s purpose in a simple text.

<p>1. identifies author’s purpose in a simple text.</p>	
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Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to persuade.

<p>1. recognizes when a text is intended primarily to persuade.</p>	
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Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading.

<p>1. knows personal preferences for literary texts (for example, novels, stories, poems).</p>	
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<p>2. knows personal preferences for nonfiction (for example, biographies, journals, magazines, interviews).</p>	
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Benchmark LA.A.2.2.5: The student reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.

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1. reads and organizes information (for example, in story maps, graphs, charts) for different purposes (for example, being informed, following directions, making a report, conducting interviews, taking a test, performing a task).	
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Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.

1. knows the difference between a fact and an opinion.	
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Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.

1. understands the use of comparison and contrast within a selection.	
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Benchmark LA.A.2.2.8: The student selects and uses a variety of appropriate reference materials, including multiple representations of information, such as maps, charts, and photos, to gather information for research projects.

1. uses a variety of reference materials to gather information, including multiple representations of information (for example, maps, charts, photos).	
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Strand B: Writing

Standard 1: The student uses writing processes effectively.

Benchmark LA.B.1.2.1: The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.

1. uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, story webs).	
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<i>Benchmark LA.B.1.2.2: The student 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.</i>	
1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).	
2. uses an organizational pattern having a beginning, middle, and end (including but not limited to organizing ideas sequentially or around major points of information).	
3. uses supporting ideas and specific information that clearly relate to the focus.	
4. uses an effective organizational pattern and substantial support to achieve a sense of completeness or wholeness.	
5. understands the purpose of a first draft (for example, getting ideas on paper).	
6. uses effective sentence variety.	
7. generally follows the conventions of punctuation, capitalization, and spelling appropriate at third-grade or higher level [see benchmark LA.B.1.2.3 for specifics].	
8. revises draft to further develop a piece of writing by adding, deleting, and rearranging ideas and details.	

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<p><i>Benchmark LA.B.1.2.3: The student produces final documents that have been edited for: correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instruction.</i></p>	
<p>1. uses a variety of spelling strategies (for example, knowing root words, prefixes, and suffixes; using word families, syllabication).</p>	<p>Supported by Level 1 Activities Match It! Consonant Castle Bridge Level 2 Activities Change Spin It Balloons Score Word Hunt Level 3 Activities Train Super Change Pirate Ship Word Stairs Elevator</p>
<p>2. uses conventions of punctuation (including but not limited to, commas in a series, dates, and addresses; quotation marks to indicate dialogue; apostrophes to indicate singular possession; periods in abbreviations).</p>	
<p>3. use principles of agreement in written work (including but not limited to between subject and verb and noun and pronoun).</p>	
<p>4. uses parts of speech correctly in written word (including but not limited to verb tenses, plurals of common irregular nouns, comparative and superlative adjectives and adverbs).</p>	

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5. uses basic features of page format (for example, paragraph indentations, margins).	
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6. uses creative writing strategies appropriate to the format (for example, using appropriate voice; using descriptive language to clarify ideas and create vivid images; using elements of style, such as appropriate tone).	
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Standard 2: The student writes to communicate ideas and information effectively.

Benchmark LA.B.2.2.1: The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.

1. writes notes, comments, and observations that reflect comprehension of third-grade or higher level content and experiences from a variety of media.	
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Benchmark LA.B.2.2.2: The student organizes information using alphabetical and numerical systems.

1. uses simple alphabetical and numerical systems to organize information	
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Benchmark LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes.

1. writes for a variety of occasions, audiences, and purposes (for example, letters to invite or thank, stories or poems to entertain, information to record).	
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Benchmark LA.B.2.2.4: The student uses electronic technology, including word-processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.

1. uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).	
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<p><i>Benchmark LA.B.2.2.5: The student creates narratives in which ideas, details, and events are in logical order and are relevant to the story line.</i></p>	
1. attempts to establish a single story focus on a topic through the use of suspense, humor, creativity or fantasy.	
2. exhibits an awareness of topic with little irrelevant information.	
3. attempts to develop a story line that is easy to follow and paraphrase.	
4. generally chooses specific detail and adequate word choice to support the story line.	
5. attempts to create a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).	
6. attempts to use transitions to move the narrative forward in time.	
7. generally creates a sense of story completeness.	
8. attempts to use varied sentences within the story.	
<p><i>Benchmark LA.B.2.2.6: The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.</i></p>	
1. attempts to focus on an expository topic with little or no irrelevant or repetitious information.	
2. develops supporting ideas with information that relates to the focus.	
3. develops anecdotes or examples objectively.	
4. begins to present facts and examples objectively.	
5. creates a logical organizational pattern appropriate to expository writing (including beginning, middle, end).	

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6. attempts to use appropriate expository transitions to relate ideas.	
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7. attempts to use a variety of sentence structures to present ideas.	
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Strand C: Listening, Viewing, and Speaking

Standard 1: The student uses listening strategies effectively.

Benchmark LA.C.1.2.1: The student listens and responds to a variety of oral presentations, such as stories, poems, skits, songs, personal accounts, informational speeches.

1. listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches.	
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2. follows multiple-step oral directions.	
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Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.

1. knows personal listening preferences (for example, poetry, songs, stories, fiction, nonfiction, drama, informational speeches).	
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Benchmark LA.C.1.2.3: The student carries on an extended conversation with a group of friends.

1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, group activities, peer conferences, literature groups).	
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Benchmark LA.C.1.2.4: The student listens attentively to the speaker, including making eye contact and facing the speaker.

1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).	
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Benchmark LA.C.1.2.5: The student responds to speakers by asking questions, making contributions, and paraphrasing what is said.

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1. uses strategies to respond to speakers (for example, asking questions, making contributions, paraphrasing).	
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Standard 2: The student uses viewing strategies effectively.

Benchmark LA.C.2.2.1: The student determines main concept and supporting details in a nonprint media message.

1. understands the main concept and supporting details in nonprint media messages.	
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Benchmark LA.C.2.2.2: The student recognizes and responds to nonverbal cues used in a variety of nonprint media, such as motion pictures, television advertisements, and works of art.

1. understands nonverbal cues used in a variety of media (for example, music, color, motion).	
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Standard 3: The student uses speaking strategies effectively.

Benchmark LA.C.3.2.1: The student speaks clearly at an understandable rate and uses appropriate volume.

1. uses strategies to speak clearly (for example, appropriate rate, volume, pitch).	
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Benchmark LA.C.3.2.2: The student asks questions and makes comments and observations to clarify understanding of content, processes, and experiences.

1. asks and responds to questions and makes comments and observations (for example, clarifies ideas, paraphrases information shared by others).	
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Benchmark LA.C.3.2.3: The student speaks for specific occasions, audiences, and purposes, including conversations, discussions, projects, and informational or imaginative presentations.

1. gives oral presentations for different purposes (including but not limited to reporting, explaining, persuading).	
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Benchmark LA.C.3.2.4: The student uses eye contact and gestures that engage the audience.

1. uses eye contact and gestures that engage the audience.	
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<p><i>Benchmark LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion.</i></p>	
<p>1. actively participates in class discussions (for example, asking and responding to questions, explaining information, listening to discussions).</p>	
<p><i>Benchmark LA.C.3.2.6: The student organizes a speech using a basic beginning, middle, and ending.</i></p>	
<p>1. expresses thoughts in an organized manner.</p>	
<p>Strand D: Language</p>	
<p>Standard 1: The student understands the nature of language.</p>	
<p><i>Benchmark LA.D.1.2.1: The student understands that there are patterns and rules in the syntactic structure, symbols, sounds, and meanings conveyed through the English language.</i></p>	
<p>1. uses elements of grammar in speech (including but not limited to subject-verb agreement, singular and plural nouns, comparatives, superlatives, verb tenses).</p>	
<p><i>Benchmark LA.D.1.2.2: The student understands that language formality varies according to situations and audiences.</i></p>	
<p>1. uses language appropriate to situation and audience (including but not limited to appropriate vocabulary and examples appropriate to topic and audience).</p>	
<p>Standard 2: The student understands the power of language.</p>	
<p><i>Benchmark LA.D.2.2.1: The student understands that word choices can shape reactions; perceptions, and beliefs.</i></p>	
<p>1. understands that word choices can shape reactions, perceptions, and beliefs.</p>	
<p><i>Benchmark LA.D.2.2.2: The student identifies and refers to symbol, theme, simile, alliteration, and assonance in oral and written texts.</i></p>	
<p>1. understands similes, symbols, and idiomatic language.</p>	

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<i>Benchmark LA.D.2.2.3: The student recognizes different techniques used in media messages and their purposes.</i>	
1. understands different techniques used in media messages and their purposes.	
<i>Benchmark LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</i>	
1. understands the usefulness of various technologies for different tasks.	
<i>Benchmark LA.D.2.2.5: The student understands that a variety of messages can be conveyed through mass media.</i>	
1. distinguishes fact from opinions in newspapers, magazines, and other media.	
Strand E: Literature	
Standard 1: The student understands the common features of a variety of literary forms.	
<i>Benchmark LA.E.1.2.1: The student identifies the distinguishing features among fiction, drama, and poetry and identifies the major characteristics of nonfiction.</i>	
1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, fairy tales, fables, fantasy, biography).	
2. understands the distinguishing features of nonfiction texts (for example, directions, biographies, journals, interviews, magazines, textbooks, technical information).	
3. reads a variety of self-selected and assigned literary and informational texts (for example, fiction, drama, poetry, realistic fiction, fables, fantasy, biography, autobiography).	
<i>Benchmark LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.</i>	

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1. understands the development of plot in a third grade level or higher story	
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2. understands how conflicts are resolved in a story (including but not limited to problem solution or resolution).	
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3. makes inferences and draws conclusions regarding story elements of a fourth grade or higher level text (for example, the traits, actions, and motives of characters; plot development; setting).	
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Benchmark LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts.

1. knows the similarities and differences of characters presented within third grade or higher level selections.	
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2. knows the similarities and differences of settings presented within third grade or higher level selections.	
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3. knows the similarities and differences of events presented within third grade or higher level selections.	
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Benchmark LA.E.1.2.4: The student knows that the attitudes and values that exist in a time period affect the works that are written during that time period.

1. makes connections between information in texts and stories and historical events.	
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Benchmark LA.E.1.2.5: The student identifies and uses literary terminology appropriate to the grade level, including symbol, theme, simile, alliteration, and assonance.

1. identifies and uses literary terminology appropriate to third grade or higher level (including theme, simile, alliteration, metaphor).	
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<p>Standard 2: The student responds critically to fiction, nonfiction, poetry, and drama.</p>	
<p><i>Benchmark LA.E.2.2.1: The student recognizes cause-and-effect relationships in literary texts.</i></p>	
<p>1. recognizes cause-and-effect relationships in literary texts.</p>	
<p><i>Benchmark LA.E.2.2.2: The student recognizes and explains the effects of language, such as sensory words, rhymes, and choice of vocabulary and story structure, such as patterns, used in children’s texts.</i></p>	
<p>1. recognizes the techniques of language used in children’s literature (for example, sensory words, rhymes, choice of vocabulary.</p>	
<p>2. recognizes the use of story structure used in children’s literature (for example, patterns).</p>	
<p><i>Benchmark LA.E.2.2.3: The student 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.</i></p>	
<p>1. responds to literature by explaining how the motives of the characters compare with those of own life.</p>	
<p>2. responds to literature by explaining how the causes of events compare with those of own life.</p>	
<p><i>Benchmark LA.E.2.2.4: The student identifies the major theme in a story or nonfiction text.</i></p>	
<p>1. recognizes the major theme in a story.</p>	
<p>2. recognizes the major information in a nonfiction text.</p>	
<p><i>Benchmark LA.E.2.2.5: The student 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.</i></p>	
<p>1. uses specific information from text to defend interpretations.</p>	