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| <p>Lexia Strategies for Older Students™ ©2005 correlated to FL Grade Expectations for the Sunshine State Standards in Language Arts</p> <p>Grade 3</p> | |
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| 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). | All Activities |
| 2. uses context clues (for example, known words, phrases, structures) to infer the meaning of new and unfamiliar words, including synonyms, antonyms, and homophones. | |
| 3. makes, confirms, and revises predictions. | |
| 4. uses a variety of word structures and forms to construct meaning (for example, affixes, roots, homonyms, antonyms, synonyms, word analogies). | Level 3 Activities Add it Level 5 Activities Meaning Structures Greek Combining Forms |

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| <p>5. establishes a purpose for reading (for example, entertaining; skimming for facts; answering a specific question).</p> | |
| <p><i>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.</i></p> | |
| <p>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).</p> | <p>Level 5 Meaning Structures Greek Combining Forms</p> |
| <p>2. discusses meanings of words and develops vocabulary through meaningful real-world experiences</p> | |
| <p>3. develops vocabulary by reading independently and using reference books.</p> | |
| <p><i>Benchmark LA.A.1.2.4: The student clarifies understanding by rereading, self-correction, summarizing, checking other sources, and class or group discussion.</i></p> | |
| <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> | |
| <p>Standard 2: The student constructs meaning from a wide range of texts.</p> | |
| <p><i>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.</i></p> | |
| <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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| <i>Benchmark LA.A.2.2.2: The student identifies the author’s purpose in a simple text.</i> | |
| 1. identifies author’s purpose in a simple text. | |
| <i>Benchmark LA.A.2.2.3: The student recognizes when a text is primarily intended to persuade.</i> | |
| 1. recognizes when a text is intended primarily to persuade. | |
| <i>Benchmark LA.A.2.2.4: The student identifies specific personal preferences relative to fiction and nonfiction reading.</i> | |
| 1. knows personal preferences for literary texts (for example, novels, stories, poems). | |
| 2. knows personal preferences for nonfiction (for example, biographies, journals, magazines, interviews). | |
| <i>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.</i> | |
| 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). | |
| <i>Benchmark LA.A.2.2.6: The student recognizes the difference between fact and opinion presented in a text.</i> | |
| 1. knows the difference between a fact and an opinion. | |
| <i>Benchmark LA.A.2.2.7: The student recognizes the use of comparison and contrast in a text.</i> | |
| 1. understands the use of comparison and contrast within a selection. | |
| <i>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.</i> | |

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| <p>1. uses a variety of reference materials to gather information, including multiple representations of information (for example, maps, charts, photos).</p> | |
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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.

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| <p>1. uses a variety of strategies to prepare for writing (for example, making lists, mapping ideas, rehearsing ideas, grouping related ideas, story webs).</p> | |
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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.

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| <p>1. focuses on a central idea or topic (for example, excluding loosely related, extraneous, or repetitious information).</p> | |
| <p>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).</p> | |
| <p>3. uses supporting ideas and specific information that clearly relate to the focus.</p> | |

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| 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. | |

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.

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| 1. uses a variety of spelling strategies (for example, knowing root words, prefixes, and suffixes; using word families, syllabication). | <p>Level 3 Activities At the Mall Add it Quick Link Trails West</p> <p>Level 4 Activities Detect and File Success Syllable Puzzler Winners Old and New</p> <p>Level 5 Activities Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p> |
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| <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> | |
| <p>5. uses basic features of page format (for example, paragraph indentations, margins).</p> | |
| <p>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).</p> | |
| <p>Standard 2: The student writes to communicate ideas and information effectively.</p> | |
| <p><i>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.</i></p> | |
| <p>1. writes notes, comments, and observations that reflect comprehension of third-grade or higher level content and experiences from a variety of media.</p> | |
| <p><i>Benchmark LA.B.2.2.2: The student organizes information using alphabetical and numerical systems.</i></p> | |
| <p>1. uses simple alphabetical and numerical systems to organize information</p> | <p>Alpha Series Activities ABC Race Alpha Rocket</p> |

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| <p><i>Benchmark LA.B.2.2.3: The student writes for a variety of occasions, audiences, and purposes.</i></p> | |
| <p>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).</p> | |
| <p><i>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.</i></p> | |
| <p>1. uses electronic technology to create, revise, retrieve, and verify information (including but not limited to word-processing software, electronic encyclopedias).</p> | |
| <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> | |
| <p>1. attempts to establish a single story focus on a topic through the use of suspense, humor, creativity or fantasy.</p> | |
| <p>2. exhibits an awareness of topic with little irrelevant information.</p> | |
| <p>3. attempts to develop a story line that is easy to follow and paraphrase.</p> | |
| <p>4. generally chooses specific detail and adequate word choice to support the story line.</p> | |
| <p>5. attempts to create a logical organizational pattern appropriate to narrative writing (including a beginning, middle, end).</p> | |
| <p>6. attempts to use transitions to move the narrative forward in time.</p> | |
| <p>7. generally creates a sense of story completeness.</p> | |
| <p>8. attempts to use varied sentences within the story.</p> | |

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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.

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| 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). | |
| 6. attempts to use appropriate expository transitions to relate ideas. | |
| 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.

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| 1. listens and responds informally to a variety of oral presentations such as stories, poems, skits, songs, personal accounts, or informational speeches. | |
| 2. follows multiple-step oral directions. | |

Benchmark LA.C.1.2.2: The student identifies specific personal listening preferences regarding fiction, drama, literary nonfiction, and informational presentations.

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| 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.

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| <p>1. interacts with peers in a variety of situations to develop and present familiar ideas (for example, group activities, peer conferences, literature groups).</p> | |
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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.

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| <p>1. listens attentively to the speaker (including but not limited to making eye contact and facing the speaker).</p> | |
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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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| <p>1. uses strategies to respond to speakers (for example, asking questions, making contributions, paraphrasing).</p> | |
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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.

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| <p>1. understands the main concept and supporting details in nonprint media messages.</p> | |
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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.

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| <p>1. understands nonverbal cues used in a variety of media (for example, music, color, motion).</p> | |
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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.

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| <p>1. uses strategies to speak clearly (for example, appropriate rate, volume, pitch).</p> | |
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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.

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| <p>1. asks and responds to questions and makes comments and observations (for example, clarifies ideas, paraphrases information shared by others).</p> | |
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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.

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

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| <p>1. uses eye contact and gestures that engage the audience.</p> | |
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Benchmark LA.C.3.2.5: The student participates as a contributor and occasionally acts as a leader in a group discussion.

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| <p>1. actively participates in class discussions (for example, asking and responding to questions, explaining information, listening to discussions).</p> | |
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Benchmark LA.C.3.2.6: The student organizes a speech using a basic beginning, middle, and ending.

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| <p>1. expresses thoughts in an organized manner.</p> | |
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Strand D: Language

Standard 1: The student understands the nature of language.

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.

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| <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> | |
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Benchmark LA.D.1.2.2: The student understands that language formality varies according to situations and audiences.

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| <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> | |
| <p><i>Benchmark LA.D.2.2.3: The student recognizes different techniques used in media messages and their purposes.</i></p> | |
| <p>1. understands different techniques used in media messages and their purposes.</p> | |
| <p><i>Benchmark LA.D.2.2.4: The student selects and uses appropriate technologies to enhance efficiency and effectiveness of communication.</i></p> | |
| <p>1. understands the usefulness of various technologies for different tasks.</p> | |
| <p><i>Benchmark LA.D.2.2.5: The student understands that a variety of messages can be conveyed through mass media.</i></p> | |
| <p>1. distinguishes fact from opinions in newspapers, magazines, and other media.</p> | |
| <p>Strand E: Literature</p> | |
| <p>Standard 1: The student understands the common features of a variety of literary forms.</p> | |
| <p><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></p> | |

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| <p>1. understands the distinguishing features of literary texts (for example, fiction, drama, poetry, fairy tales, fables, fantasy, biography).</p> | |
| <p>2. understands the distinguishing features of nonfiction texts (for example, directions, biographies, journals, interviews, magazines, textbooks, technical information).</p> | |
| <p>3. reads a variety of self-selected and assigned literary and informational texts (for example, fiction, drama, poetry, realistic fiction, fables, fantasy, biography, autobiography).</p> | |
| <p><i>Benchmark LA.E.1.2.2: The student understands the development of plot and how conflicts are resolved in a story.</i></p> | |
| <p>1. understands the development of plot in a third grade level or higher story</p> | |
| <p>2. understands how conflicts are resolved in a story (including but not limited to problem solution or resolution).</p> | |
| <p>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).</p> | |
| <p><i>Benchmark LA.E.1.2.3: The student knows the similarities and differences among the characters, settings, and events presented in various texts.</i></p> | |
| <p>1. knows the similarities and differences of characters presented within third grade or higher level selections.</p> | |
| <p>2. knows the similarities and differences of settings presented within third grade or higher level selections.</p> | |

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| <p>3. knows the similarities and differences of events presented within third grade or higher level selections.</p> | |
| <p><i>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.</i></p> | |
| <p>1. makes connections between information in texts and stories and historical events.</p> | |
| <p><i>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.</i></p> | |
| <p>1. identifies and uses literary terminology appropriate to third grade or higher level (including theme, simile, alliteration, metaphor).</p> | |
| <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> | |

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| <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> | |