

**Lexia Primary Reading ©2005, Levels 1-5  
correlated to  
Indiana Academic Standards for English/Language Arts**

**Grade 3**

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<b>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</b>	
<i>Students understand the basic features of words. They select letter patterns and know how to translate them into spoken language using phonics (an understanding of the different letters that make different sounds), syllables, word parts (un-, -ful), and context clues (the meaning of the text around a word).</i>	
<i>They apply this knowledge to achieve fluent (smooth and clear) oral and silent reading.</i>	
<i>Decoding and Word Recognition</i>	
3.1.1 Know and use more difficult word families (-ight) when reading unfamiliar words.	The opportunity to address this objective is available. See the following:  <b>Level III:</b> Silent-E Switch Silent-E Score
3.1.2 Read words with several syllables.	<b>Level V:</b> Elevator Group It
3.1.3 Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.	This objective falls outside the scope of Lexia Primary Reading © 2005.
<i>Vocabulary and Concept Development</i>	
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.1.5 Demonstrate knowledge of grade-level-appropriate words to speak specifically about different issues.	This objective falls outside the scope of Lexia Primary Reading © 2005.

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<p>3.1.6 Use sentence and word context to find the meaning of unknown words.</p>	<p><b>Level I:</b> Short Vowel Match Sight Word Search I</p> <p><b>Level II:</b> Sight Word Search II</p> <p><b>Level III:</b> Sight Word Search III</p> <p><b>Level IV:</b> Word Hunt Sight Word Search IV Word Stairs</p> <p><b>Level V:</b> Sight Word Search V Elevator</p>
<p>3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.</p>	<p>This objective falls outside the scope of Lexia Primary Reading © 2005.</p>
<p>3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as <i>un-</i>, <i>pre-</i>) and suffixes (word parts added at the end of words such as <i>-er</i>, <i>-ful</i>, <i>-less</i>) to determine the meaning of words.</p>	<p><b>Level V:</b> Add It</p>

**Standard 2 READING: Comprehension**

*Students read and understand grade-level-appropriate material. They use a variety of comprehension strategies, such as asking and responding to essential questions, making predictions, and comparing information from several sources to understand what is read. The selections in the **Indiana Reading List** (available online at [www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, at Grade 3, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, children’s magazines and newspapers, reference materials, and online information.*

*Structural Features of Informational and Technical Materials*

<p>3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.</p>	<p>This objective falls outside the scope of Lexia Primary Reading © 2005.</p>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>	
<p>3.2.2 Ask questions and support answers by connecting prior knowledge with literal information from the text.</p>	<p>This objective falls outside the scope of Lexia Primary Reading © 2005.</p>

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3.2.3	Show understanding by identifying answers in the text.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.2.4	Recall major points in the text and make and revise predictions about what is read.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.2.5	Distinguish the main idea and supporting details in expository (informational) text.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.2.6	Locate appropriate and significant information from the text, including problems and solutions.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.2.7	Follow simple multiple-step written instructions.	This objective falls outside the scope of Lexia Primary Reading © 2005.

**Standard 3 READING: Literary Response and Analysis**

*Students read and respond to a wide variety of significant works of children’s literature. They identify and discuss the characters, theme (the main idea of a story), plot (what happens in a story), and the setting (where a story takes place) of stories that they read. The selections in the **Indiana Reading List** (available online at [www.doe.state.in.us/standards/readinglist.html](http://www.doe.state.in.us/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students.*

*Structural Features of Literature*

3.3.1	Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	This objective falls outside the scope of Lexia Primary Reading © 2005.
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*Narrative Analysis of Grade-Level-Appropriate Text*

3.3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.3.4	Determine the theme or author’s message in fiction and nonfiction text.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.3.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.3.6	Identify the speaker or narrator in a selection.	This objective falls outside the scope of Lexia Primary Reading © 2005.

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<b>Standard 4 WRITING: Process</b>	
<i>Students find and discuss ideas for writing and keep a list of writing ideas. Students write clear sentences and paragraphs that develop a central idea. Students progress through the stages of the writing process, including prewriting, drafting, revising, and editing multiple drafts.</i>	
<i>Organization and Focus</i>	
3.4.1 Find ideas for writing stories and descriptions in conversations with others; in books, magazines, or school textbooks; or on the Internet.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.4.2 Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.	This objective falls outside the scope of Lexia Primary Reading © 2005.
<i>Research and Technology</i>	
3.4.4 Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.4.5 Use a computer to draft, revise, and publish writing.	This objective falls outside the scope of Lexia Primary Reading © 2005.
<i>Evaluation and Revision</i>	
3.4.6 Review, evaluate, and revise writing for meaning and clarity.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.4.7 Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.4.8 Revise writing for others to read, improving the focus and progression of ideas.	This objective falls outside the scope of Lexia Primary Reading © 2005.

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<b>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</b>	
<i>At Grade 3, students continue to write compositions that describe and explain familiar objects, events, and experiences. Students write both informal and formal letters. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i>	
<i>In addition to producing the different writing forms introduced in earlier grades, Grade 3 students use the writing strategies outlined in Standard 4 — Writing Process to:</i>	
3.5.1 Write narratives (stories) that:	
<ul style="list-style-type: none"> <li>• provide a context within which an action takes place.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
<ul style="list-style-type: none"> <li>• include details to develop the plot.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.5.2 Write descriptive pieces about people, places, things, or experiences that:	
<ul style="list-style-type: none"> <li>• develop a unified main idea.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
<ul style="list-style-type: none"> <li>• use details to support the main idea.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.5.3 Write personal, persuasive, and formal letters, thank-you notes, and invitations that:	
<ul style="list-style-type: none"> <li>• show awareness of the knowledge and interests of the audience.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
<ul style="list-style-type: none"> <li>• establish a purpose and context.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
<ul style="list-style-type: none"> <li>• include the date, proper salutation, body, closing, and signature.</li> </ul>	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.5.4 Use varied word choices to make writing interesting.	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.5.5 Write for different purposes and to a specific audience or person.	This objective falls outside the scope of Lexia Primary Reading © 2005.
<b>Standard 6 WRITING: English Language Conventions</b>	
<i>Students write using Standard English conventions appropriate to this grade level.</i>	
<i>Handwriting</i>	
3.6.1 Write legibly in cursive, leaving space between letters in a word, words in a sentence, and words and the edges of the paper.	This objective falls outside the scope of Lexia Primary Reading © 2005.

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<i>Sentence Structure</i>	
3.6.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.
• Declarative: <i>This tastes very good.</i>	This objective falls outside the scope of Lexia Primary Reading © 2005.
• Imperative: <i>Please take your seats.</i>	This objective falls outside the scope of Lexia Primary Reading © 2005.
• Interrogative: <i>Are we there yet?</i>	This objective falls outside the scope of Lexia Primary Reading © 2005.
• Exclamatory: <i>It's a home run!</i>	This objective falls outside the scope of Lexia Primary Reading © 2005.
<i>Grammar</i>	
3.6.3	Identify and use subjects and verbs that are in agreement ( <i>we are</i> instead of <i>we is</i> ).
	This objective falls outside the scope of Lexia Primary Reading © 2005.
3.6.4	Identify and use past ( <i>he danced</i> ), present ( <i>he dances</i> ), and future ( <i>he will dance</i> ) verb tenses properly in writing.
	The opportunity to address this objective is available. See the following:  <b>Level V:</b> Add It
3.6.5	Identify and correctly use pronouns ( <i>it, him, her</i> ), adjectives ( <i>brown eyes, two younger sisters</i> ), compound nouns ( <i>summertime, snowflakes</i> ), and articles ( <i>a, an, the</i> ) in writing.
	This objective falls outside the scope of Lexia Primary Reading © 2005.
<i>Punctuation</i>	
3.6.6	Use commas in dates ( <i>August 15, 2001</i> ), locations ( <i>Fort Wayne, Indiana</i> ), and addresses ( <i>431 Coral Way, Miami, FL</i> ), and for items in a series ( <i>football, basketball, soccer, and tennis</i> ).
	This objective falls outside the scope of Lexia Primary Reading © 2005.
<i>Capitalization</i>	
3.6.7	Capitalize correctly geographical names, holidays, historical periods, and special events ( <i>We always celebrate the Fourth of July by gathering at Mounds State Park in Anderson, Indiana.</i> )
	This objective falls outside the scope of Lexia Primary Reading © 2005.

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<i>Spelling</i>	
<p>3.6.8 Spell correctly one-syllable words that have blends (<i>walk, play, blend</i>), contractions (<i>isn't, can't</i>), compounds, common spelling patterns (<i>qu-</i>; changing <i>win</i> to <i>winning</i>; changing the ending of a word from <i>-y</i> to <i>-ies</i> to make a plural, such as <i>cherry/cherries</i>), and common homophones (words that sound the same but have different spellings, such as <i>hair/hare</i>).</p>	<p><b>Level I:</b> Sounds to Letters Consonant Castle Sight Word Search I</p> <p><b>Level II:</b> Sounds to Letters II Consonant Blast Sight Word Search II Short Vowel Bridge</p> <p><b>Level III:</b> Sound Change Sight Word Search III Silent-E Score</p> <p><b>Level IV:</b> Sight Word Search IV Word Stairs Pirate Ship</p> <p><b>Level V:</b> Super Change Add It Sight Word Search V Elevator</p>
<p>3.6.9 Arrange words in alphabetical order.</p>	<p>This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.</p>

**Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications**

*Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation (raising and lowering voice). Students deliver brief oral presentations about familiar experiences or interests that are organized around a coherent thesis statement (a statement of topic). Students use the same Standard English conventions for oral speech that they use in their writing.*

<i>Comprehension</i>	
<p>3.7.1 Retell, paraphrase, and explain what a speaker has said.</p>	<p>This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.</p>
<p>3.7.2 Connect and relate experiences and ideas to those of a speaker.</p>	<p>This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.</p>
<p>3.7.3 Answer questions completely and appropriately.</p>	<p>This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.</p>

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3.7.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as <i>hiss</i> or <i>buzz</i> ).	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
<i>Organization and Delivery of Oral Communication</i>		
3.7.5	Organize ideas chronologically (in the order that they happened) or around major points of information.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
3.7.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
3.7.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
3.7.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
3.7.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
<i>Analysis and Evaluation of Oral and Media Communications</i>		
3.7.10	Compare ideas and points of view expressed in broadcast and print media or on the Internet.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
3.7.11	Distinguish between the speaker's opinions and verifiable facts.	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
<i>Speaking Applications</i>		
3.7.12	Make brief narrative (story) presentations that:	
	<ul style="list-style-type: none"> <li>• provide a context for an event that is the subject of the presentation.</li> </ul>	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
	<ul style="list-style-type: none"> <li>• provide insight into why the selected event should be of interest to the audience.</li> </ul>	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.
	<ul style="list-style-type: none"> <li>• include well-chosen details to develop characters, setting, and plot.</li> </ul>	This objective falls outside the scope of Lexia <i>Primary Reading</i> © 2005.

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3.7.13	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	This objective falls outside the scope of <i>Lexia Primary Reading</i> © 2005.
3.7.14	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	This objective falls outside the scope of <i>Lexia Primary Reading</i> © 2005.