

Comprehension Strategies	Elements of Literature	Expository Text	Fluency	Functional Text	Historical and Cultural Aspects of Literature	Persuasive Text	Phonemic Awareness	Phonics	Print Concepts	Vocabulary
___ I can predict events and actions, based upon prior knowledge and text features(e.g., illustrations, titles, topic sentences, key words).	___ I can compare (and contrast) literary elements across stories, including plots, settings, and characters.	___ I can identify the main idea and supporting details in informational text.	___ I can consistently read grade level text with at least 90 % accuracy.	___ I can follow a set of written multi-step directions.	___ I can compare events, characters, and conflicts in literary selections from a variety of cultures to their experiences.	___ I can tell fact from opinion in persuasive text (e.g., advertisements, product labels, written communications)	___ I can segment a multi-syllable word into syllables.	___ I can read words made of 2 or more syllables fluently.	___ I can alphabetize a series of words to the third letter.	___ I can tell what words mean from how they are used in a sentence.
___ I can compare a prediction about an action or event to what actually occurred within a text.	___ I can describe characters (e.g., traits, roles, similarities) within a literary selection.	___ I can identify facts in response to questions about informational text.	___ I can read aloud with fluency from familiar prose and poetry at grade level with fluency and appropriate rhythm, pacing, intonation, and expression.	___ I can provide multi-step directions.		___ I can identify persuasive language (e.g., emotional words).	___ Segment spoken and written multi-syllable words into clusters (i.e. blends, digraphs, vowel patterns) when decoding unfamiliar words.	___ I can use word parts to help me read longer words.	___ I can recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	___ I can use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.
___ I can ask relevant questions in order to comprehend text.	___ I can sequence a series of events in a literary selection.	___ I can locate specific information by using organizational features (e.g., title, table of contents, headings, captions, bold print, key words, glossary, indices, italics, key words) in informational text.		___ I can evaluate written directions for sequence and completeness.			___ I can break apart spoken and written multi-syllable words into clusters when decoding unfamiliar words.	___ I can read words that drop the final e and add an ending.		___ I can use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.
___ I can answer clarifying questions in order to comprehend text.	___ I can make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	___ I can use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information. (Connected to research strand in writing)		___ I can interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.				___ I can read words with doubled final consonants before an ending.		___ I can recognize words represented by common abbreviations (e.g., Mr. Ave., Oct.).
___ I can take information from flow charts to comprehend text.	___ I can identify the speaker or narrator in a literary selection.	___ I can interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of informational text. (Connected to research strand in writing)						___ I can read words that have changed the final y to an i.		___ I can identify the words that make up a contraction (e.g., can't=can not, it's=it is, aren't=are not).
___ I can connect information and events in text to life experiences and to related text and sources.	___ I can identify rhyme, rhythm, repetition, and sensory images in poetry.							___ I can read words that end in -tion and -sion.		___ I can tell the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).
___ I can use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	___ I can tell the difference between/among fiction, nonfiction, poetry, plays, and narratives.							___ I can read words in complex word families.		___ I can determine the meaning of common synonyms, antonyms, and homonyms.

Reading Targets - Grade 3

Comprehension Strategies	Elements of Literature	Expository Text	Fluency	Functional Text	Historical and Cultural Aspects of Literature	Persuasive Text	Phonemic Awareness	Phonics	Print Concepts	Vocabulary
								_____ I can read words with prefixes and suffixes.		_____ I can determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using a variety of reference aids, including dictionary, thesaurus, and technology when
								_____ I can fluently read compound words.		
								_____ I can fluently read common abbreviations.		
								_____ I can recognize high frequency words and red words.		