

READER'S HANDBOOK

GRADES 3-5

correlated to

Arizona Reading Standard Articulated by Grade Level



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Reader's Handbook © 2004 correlated to Arizona Reading Standard Articulated by Grade Level Grade 3

Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 1: Print Concepts

Demonstrate understanding of print concepts.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Alphabetize a series of words to the third letter.	Student Handbook: 74, 96, 261
PO 2. Recognize the distinguishing features of a paragraph (e.g., indentation of first word, topic sentence, supporting sentences, concluding sentences).	Student Handbook: 112, 113, 114-123, 124-128, 129-139, 202-203, 380

Concept 3: Phonics

Decode words, using knowledge of phonics, syllabication, and words parts.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Read multi- syllabic words fluently, using letter-sound knowledge.	Student Handbook: 78, 79, 80-81, 428-432, 434
PO 2. Apply knowledge of basic syllabication rules when decoding four- or five-syllable written words (e.g., in/for/ma/tion, mul/ti/pli/ca/tion, pep/per/o/ni).	Student Handbook: 79, 80-81, 82, 431-432

Grade 3 Performance Objectives	Reader's Handbook
<p>PO 3. Apply knowledge of the following common spelling patterns to read words:</p> <ul style="list-style-type: none"> • that drop the final e and add endings such as: -ing, -ed, or -able (e.g., use/using/used/usable) • with final consonants that need to be doubled when adding an ending (e.g., hop/hopping) • that require changing the final y to i (e.g., baby/babies) • that end in -tion, -sion, (e.g., election, vision) • with complex word families (e.g., -ight, -ought); <p>and that include common prefixes, suffixes and root words.</p>	<p>Student Handbook: 82-85, 435, 436, 437</p>
<p>PO 5. Recognize high frequency words and irregular sight words.</p>	<p>Student Handbook: 86-87, 88-89, 431-432, 433</p>
<p>PO 6. Use knowledge of word order (syntax) and context to confirm decoding.</p>	<p>Student Handbook: 98-104, 108, 109</p>

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 3 Performance Objectives	Reader's Handbook
<p>PO 1. Use knowledge of prefixes to (e.g., un-, re-, in-, dis-) to determine the meaning of words.</p>	<p>Student Handbook: 82, 83, 105, 109, 438</p>
<p>PO 2. Use knowledge of suffixes (e.g., -ful, -ly, -less) to determine the meaning of words.</p>	<p>Student Handbook: 82, 84, 105, 439</p>
<p>PO 4. Identify the words that comprise a contraction (e.g., can't = can not, it's = it is, aren't = are not).</p>	<p>Student Handbook: 434</p>
<p>PO 5. Determine the meaning of compound words, using knowledge of individual words (e.g., lunchtime, daydream, everyday).</p>	<p>Student Handbook: 80-81, 82, 431-432</p>
<p>PO 6. Determine the meaning of common synonyms, antonyms, and homonyms.</p>	<p>Student Handbook: 82, 86-89, 94, 98, 99-100, 106-107</p>
<p>PO 7. Determine the meanings and other features of words (e.g., pronunciation, syllabication, synonyms, parts of speech) using the dictionary, thesaurus, and CD-ROM and Internet when available.</p>	<p>Student Handbook: 90-93, 95-97, 109, 261, 298</p>

Concept 5: Fluency

Read fluently.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Consistently read grade-level text with at least 90 percent accuracy.	Student Handbook: 13, 14, 15-16, 24-29, 34-43, 208-221, 222-233, 234-245
PO 2. Read aloud from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and vocal patterns.	Student Handbook: 68-71, 305

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Predict events and actions, based upon prior knowledge and text features.	Student Handbook: 46-47, 61, 71
PO 2. Compare a prediction about an action or event to what actually occurred within a text.	Student Handbook: 46-47
PO 3. Ask relevant questions in order to comprehend text.	Student Handbook: 39, 58, 151, 155, 164, 172, 209, 219, 223, 231, 235, 244, 253-259
PO 4. Answer clarifying questions in order to comprehend text.	Student Handbook: 39, 40, 43, 60, 151, 164, 172, 219, 231, 244, 253-259, 279, 292, 303, 319, 356-358
PO 5. Extract information from graphic organizers (e.g., webs, Venn diagrams, flow charts) to comprehend text.	Student Handbook: 148-149, 152, 165, 181-187, 214-217, 220, 221, 228-230, 275, 276, 281, 286, 288, 290, 311, 312, 316, 318, 322, 394-395, 398, 400-401, 405, 406-426
PO 6. Connect information and events in text to life experiences and to related text and sources.	Student Handbook: 38, 48-49, 57, 150, 163, 218, 231, 243, 250, 278, 291, 293, 302, 359

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Compare (and contrast) literary elements across stories, including plots, settings, and characters.	Student Handbook: 270-281, 282-293, 306-312, 313-319, 320-325, 326-347
PO 2. Describe characters (e.g., traits, roles, similarities) within a literary selection.	Student Handbook: 274, 277, 279, 281, 283, 286, 288, 290, 292, 313-319, 408, 409
PO 3. Sequence a series of events in a literary selection.	Student Handbook: 125, 130-131, 165, 275, 276, 283, 286, 287, 290, 292, 293, 306-312, 338-340, 416, 418, 419, 420, 421, 423
PO 4. Make relevant connections (e.g., relationships, cause/effect, comparisons) between earlier events and later events in text.	Student Handbook: 52-53, 128, 131, 136-137, 138-139, 162, 230, 280, 291, 292, 293, 407, 408, 416, 417, 420, 421, 423, 424
PO 5. Identify the speaker or narrator in a literary selection.	Student Handbook: 334-335
PO 6. Identify rhyme, rhythm, repetition, and sensory images in poetry.	Student Handbook: 294-305, 327, 331, 332, 333, 336, 337, 340, 341, 342, 344, 345
PO 7. Distinguish between/among fiction, nonfiction, poetry, plays, and narratives, using knowledge of their structural elements.	Student Handbook: 142, 154, 166, 188-205, 294, 330, 340, 411

Concept 2: Historical and Cultural Aspects of Literature

Recognize and apply knowledge of the historical and cultural aspects of American, British, and World Literature.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Compare events, characters and conflicts in literary selections from a variety of cultures to their experiences.	Student Handbook: 52-53

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Identify the main idea and supporting details in expository text.	Student Handbook: 112-123, 126, 130-131, 132-133, 134-135, 138-139, 146-149, 152, 153, 159-161, 168, 191, 197, 202-203, 415
PO 2. Locate facts in response to questions about expository text.	Student Handbook: 151, 152, 153, 158, 159-162, 164, 165, 167-173, 175-180, 254-255, 256, 356, 366
PO 3. 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 expository text.	Student Handbook: 67, 143-145, 147, 155-157, 167, 176-180, 184-185, 209-213, 217, 222-227, 234-237, 254-257, 260-267
PO 4. Use a variety of sources (e.g., trade books, encyclopedias, magazines, atlases, almanacs, electronic source, textbooks) to answer specific questions, and/or gather information.	Student Handbook: 166-173, 174-180, 194, 204-205, 208-221, 222-233, 234-245, 253-259, 260-267
PO 5. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) of expository text.	Student Handbook: 131, 165, 157, 181-187, 189-190, 192, 196, 198, 199, 200-201, 216, 225, 263, 265, 266, 423

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Follow a set of written multi-step directions.	Student Handbook: 71, 109, 173, 248-251, 255, 257, 351-353, 363-364, 370-374, 377-381, 384-391
PO 2. Provide multi-step directions.	Student Handbook: 228-229, 378-380, 417
PO 3. Evaluate written directions for sequence and completeness.	Student Handbook: 54-55
PO 4. Interpret information in functional documents (e.g., maps, schedules, pamphlets) for a specific purpose.	Student Handbook: 182-183, 184-185, 189, 190, 192, 193, 196, 198, 199, 200-201, 204, 205, 265

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Grade 3 Performance Objectives	Reader's Handbook
PO 1. Distinguish fact from opinion in persuasive text (e.g., advertisements, product labels, written communications).	Student Handbook: 127, 195
PO 2. Identify persuasive vocabulary (e.g., emotional words) used to influence readers' perspectives.	Student Handbook: 127, 195



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Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	Student Handbook: 504, 505, 561-562, 563-565
PO 2. Use context to determine the relevant meaning of a word.	Student Handbook: 496, 500-503
PO 3. Determine the difference between figurative language and literal language.	Student Handbook: 312-314
PO 4. Identify figurative language, including similes, personification, and idioms.	Student Handbook: 312-314, 334, 339, 342
PO 5. Determine meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD_ROM and internet when available.	Student Handbook: 117, 496, 508-509
PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	Student Handbook: 498, 501, 502, 512, 515

Concept 5: Fluency

Read fluently.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Student Handbook: 325, 372

Concept 6: Comprehension Strategies

Employ strategies to comprehend text.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).	Student Handbook: 39, 40, 41
PO 3. Generate clarifying questions in order to comprehend text.	Student Handbook: 40, 532
PO 4. Use graphic organizers in order to clarify the meaning of text.	Student Handbook: 217, 238, 524, 540, 541, 544-559
PO 5. Connect information and events in text to experience and to related text and sources.	Student Handbook: 31, 40, 237
PO 6. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to comprehend text.	Student Handbook: 222-223, 255, 301, 370-371, 422-423, 522-523, 524-535

Strand 2: Comprehending Literary Text

Comprehending Literary Text identifies the comprehension strategies that are specific in the study of a variety of literature.

Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Identify the main problem or conflict of a plot.	Student Handbook: 234-236, 241, 258, 260-266, 278, 290
PO 2. Identify the resolution of a problem or conflict in a plot.	Student Handbook: 236, 262-263
PO 3. Identify the moral of a literary selection (e.g., fables, folktales, fairytales, legends).	Student Handbook: 213, 222
PO 4. Distinguish between major characters and minor characters.	Student Handbook: 242-243
PO 5. Describe a character's traits using textual evidence (e.g., dialogue, actions, narrations, illustrations).	Student Handbook: 231-232, 244-248, 256-257, 277, 286
PO 6. Identify the speaker or narrator in a literary selection.	Student Handbook: 291
PO 7. Identify all aspects of the setting (e.g., time of day or year, historical period, place, situation).	Student Handbook: 233, 249-253, 279, 292
PO 8. Compare (and contrast) the characters, events, and setting in a literary selection.	Student Handbook: 38, 199
PO 9. Identify characteristics and structural elements (e.g., imagery, rhyme, verse, rhythm, meter) of poetry.	Student Handbook: 298-328, 329-345
PO 10. Identify common forms of literature (e.g., poetry, novel, short story, biography, autobiography, drama) based upon their characteristics.	Student Handbook: 175, 212-213, 225, 288, 298, 348

Strand 3: Comprehending Informational Text

Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences.

Concept 1: Expository Text

Identify, analyze, and apply knowledge of the purpose, structures, and elements of expository text.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Identify the main idea and supporting details in expository text.	Student Handbook: 43-48, 162-163, 206, 208-209
PO 2. Distinguish fact from opinion in expository text.	Student Handbook: 203
PO 3. Determine the author's main purpose (e.g., to inform, to describe, to explain) for writing expository text.	Student Handbook: 158-161, 285
PO 4. Locate specific information by using organizational features (e.g., table of contents, headings, captions, bold print, glossaries, indices, italics, key words, topic sentences, concluding sentences) of expository text.	Student Handbook: 117-125, 129-134, 145-147, 151-152, 187
PO 5. Identify appropriate print and electronic reference sources (e.g., encyclopedia, atlas, almanac, dictionary, thesaurus, periodical, textbooks, CD-ROM, website) needed for a specific purpose.	Student Handbook: 508-509, 390-403, 407, 408
PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	Student Handbook: 412-424, 425-434
PO 7. Distinguish cause and effect.	Student Handbook: 54, 180-183, 197, 524-525
PO 8. Draw valid conclusions based on information gathered from expository text.	Student Handbook: 37, 137, 282

Concept 2: Functional Text

Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Locate specific information from functional text (e.g., letters, memos, directories, menus, schedules, pamphlets, search engines, signs, manuals, instructions, recipes, labels, forms).	Student Handbook: 185-194
PO 2. Interpret details from functional text for a specific purpose (e.g., to follow directions, to solve problems, to perform procedures, to answer questions).	Student Handbook: 185-194

Concept 3: Persuasive Text

Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

Grade 4 Performance Objectives	Reader's Handbook
PO 1. Determine the author's position regarding a particular idea, subject, concept, or object.	Student Handbook: 157-166, 167-174, 196, 202



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Strand 1: Reading Process

Reading Process consists of the five critical components of reading, which are Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension of connected text. These elements support each other and are woven together to build a solid foundation of linguistic understanding for the reader.

Concept 4: Vocabulary

Acquire and use new vocabulary in relevant contexts.

Grade 5 Performance Objectives	Reader's Handbook
PO 1. Use knowledge of root words and affixes to determine the meaning of unknown words.	Student Handbook: 504, 505, 561-562, 563-565
PO 2. Use context to determine the relevant meaning of a word or the intended meaning of a word with multiple meanings (e.g., hatch, arm, boot).	Student Handbook: 496, 500-503
PO 3. Determine the difference between figurative language and literal language.	Student Handbook: 312-314
PO 4. Determine the meaning of figurative language, including similes, personification, and idioms.	Student Handbook: 312-314, 334, 339, 342
PO 5. Determine meanings, pronunciations, syllabication, synonyms, antonyms, and parts of speech of words by using a variety of reference aids, including dictionaries, thesauri, glossaries, and CD_ROM and internet when available.	Student Handbook: 117, 496, 508-509
PO 6. Identify antonyms, synonyms, and homonyms for given words within text.	Student Handbook: 498, 501, 502, 512, 515

Concept 5: Fluency

Read fluently.

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PO 1. Read from familiar prose and poetry with fluency and appropriate rhythm, pacing, intonation, and expression relevant to the text.	Student Book: 325, 372

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Employ strategies to comprehend text.

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Concept 1: Elements of Literature

Identify, analyze, and apply knowledge of the structures and elements of literature.

Grade 5 Performance Objectives	Reader's Handbook
PO 1. Identify the components of a plot (e.g., main events, conflict, rising action, climax, falling action, resolution).	Student Handbook: 220, 236, 263, 290, 384
PO 2. Identify the theme (moral, lesson, meaning, message, view or comment on life) of a literary selection.	Student Handbook: 213, 230, 239-240, 267-274, 280, 295, 373-379, 387
PO 3. Distinguish between major characters and minor characters.	Student Handbook: 242-243
PO 4. Analyze how a character's traits influence that character's actions.	Student Handbook: 242-248, 256-257, 271-272, 375-376
PO 5. Identify the narrative point of view (e.g., first person, third person, omniscient) in a literary selection.	Student Handbook: 291
PO 6. Determine all of the aspects of the setting (e.g., time of day or year, historical period, place, situation) in a literary selection.	Student Handbook: 233, 249-253, 279, 292
PO 7. Identify the intended effect of the techniques (e.g., appeal of characters, believability of characters and plot, use of figurative language) that the author uses to influence readers' feelings and attitudes.	Student Handbook: 239, 244, 246-248, 261, 268, 271, 312-314
PO 8. Identify types of poetry (e.g., free verse, haiku, cinquain, limericks).	Student Handbook: 333
PO 9. Identify various genres of fiction (e.g., mysteries, science fiction, historical fiction, adventures, fantasies, fables, myths) based upon their characteristics.	Student Handbook: 288

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PO 6. Interpret information from graphic features (e.g., charts, maps, diagrams, illustrations, tables, timelines) in expository text.	Student Handbook: 412-424, 425-434
PO 7. Identify cause and effect relationships (stated and implied).	Student Handbook: 54, 180-183, 197, 524-525
PO 8. Draw valid conclusions based on information gathered from expository text.	Student Handbook: 37, 137, 282

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Identify, analyze, and apply knowledge of the purpose, structures, clarity, and relevancy of functional text.

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Explain basic elements of argument in text and their relationship to the author's purpose and use of persuasive strategies.

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