

**California Academic Content Standards
English Language Arts**

Correlated to

**Focus on Reading Strategies Student Book
Perfection Learning Corporation**

Grade 3

English Language Arts Content Standards	Focus on Reading Strategies Student Book Pages
<p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</p> <p>1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.</p> <p>1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).</p> <p>1.6 Use sentence and word context to find the meaning of unknown words.</p> <p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p> <p>1.8 Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words.</p>	<p>43-44, 52, 101, 113, 142</p> <p>44</p> <p>9-10, 19, 33, 52, 64, 65, 88, 101, 113, 124 (Teacher Guide, page 14)</p> <p>19, 33, 34, 43, 64, 65, 88, 101, 112-113, 124, 136, 142</p> <p>9, 102, 124</p>
<p>2.0 Reading Comprehension (Focus on Informational Materials)</p> <p>2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.</p> <p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p>2.3 Demonstrate comprehension by identifying answers in the text.</p> <p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>2.6 Extract appropriate and significant information from the text, including problems and solutions.</p>	<p>39 (Teacher Guide, page 11)</p> <p>5-8, 25, 36-37, 39-42, 46, 79 (Teacher Guide pages 13, 15)</p> <p>11, 21, 103, 126</p> <p>11, 35, 81, 159</p> <p>45-46, 50-51, 91, 93 (Teacher Guide pages 17-18)</p>

<p>3.0 Literary Response and Analysis</p> <p>3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).</p> <p>3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.</p> <p>3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.</p> <p>3.4 Determine the underlying theme or author's message in fiction and nonfiction text.</p>	<p>50-51, 93-104, 140-141</p> <p>93, 130, 146-154</p> <p>108-111, 114-115, 117-123</p> <p>137-138, 140-141, 143, 155</p>
<p>1.0 Writing strategies</p> <p>1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.</p> <p>1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).</p>	<p>145, 147, 68, 80, 158</p> <p>19, 33-34, 43, 64, 65, 88, 101, 112-113, 124, 136, 142</p>
<p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>2.1 Write narratives: a. Provide a context within which an action takes place.</p> <p>2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.</p>	<p>92, 106, 116, 129, 139</p> <p>38, 55-56</p> <p>38, 55-56</p> <p>38, 55-56</p>