

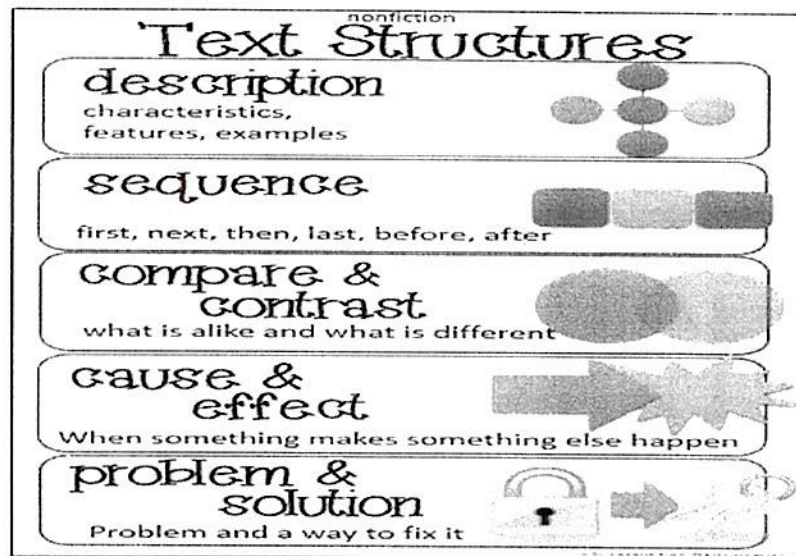
Review Guide for Reading Benchmark One

Below are the focus skills for the First Reading Benchmark.

Text structure:

Example question-

What kind of text structure does the story have ?



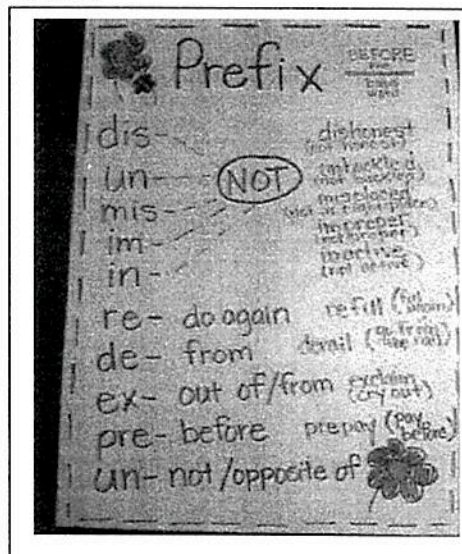
Prefixes and suffix and their meaning:

Example question- She found using her book to be useful.

What does the word useful mean?

Main Idea of a story or selection:

Example: What is the story MOSTLY about?



Suffixes			
Suffixes come after base or root words			
Suffix	Meaning	Picture	Example
-er	a person who		carpenter
-er	action or process		crier
-er	more		luckier
-ful	full of		colorful
-less	without		permission
-ly	in a certain way		slowly
-y	full of		sleepy
-ness	state or condition		sadness

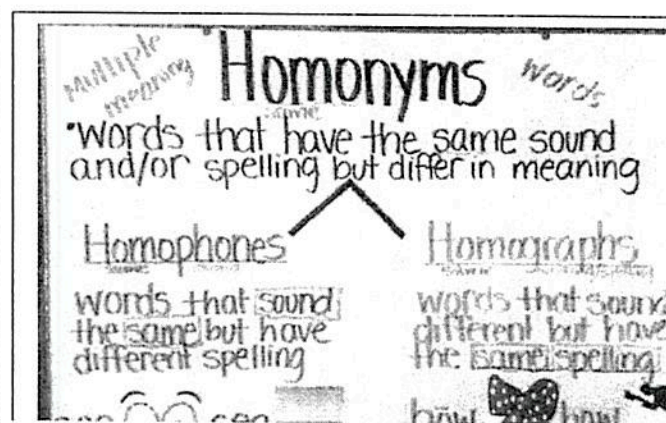
Antonyms, synonyms and homonyms:

example

question:

Which is a Homonym for the word fast in the sentence below?

Synonyms Same	Antonyms Opposite
 delicious scrumptious	 left right
start - begin pretty - lovely quick - fast large - enormous	loud - soft fast - slow several - few front - back



Compare and Contrast:

Example question – In the story how are the two characters similar (the same)?

Cause and Effect:

Example question – What effect did his behavior have on his classmates in the story?

Point of View:

Example question- What point of view is the story written in ?

Short Vowel and Long Vowel sounds in words:

Example question- Which word has the same sound as the ay in stay.

- a) bat
- b) stack
- c) rain ☺

Syllables: What is the last or first syllable in a word

Compound Sentences/ Conjunctions:

Example questions-

-What is the conjunction in the sentence?

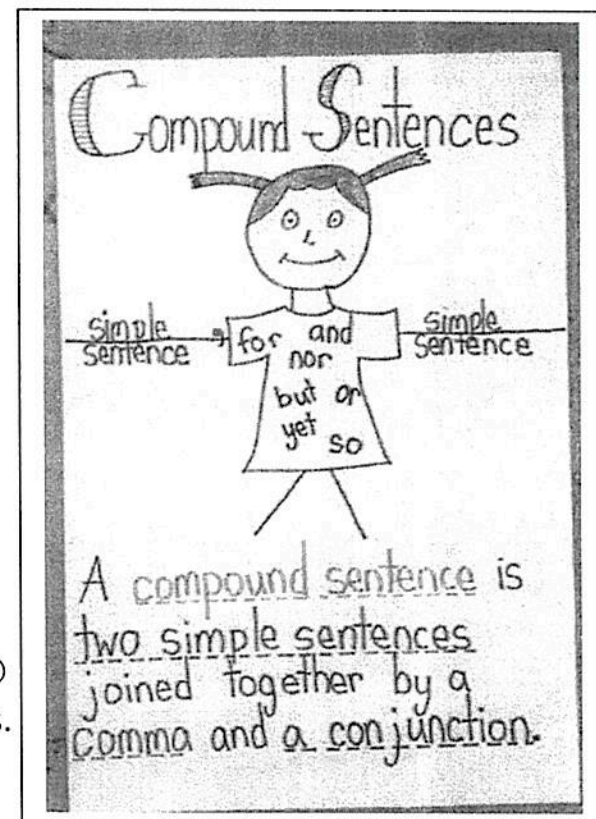
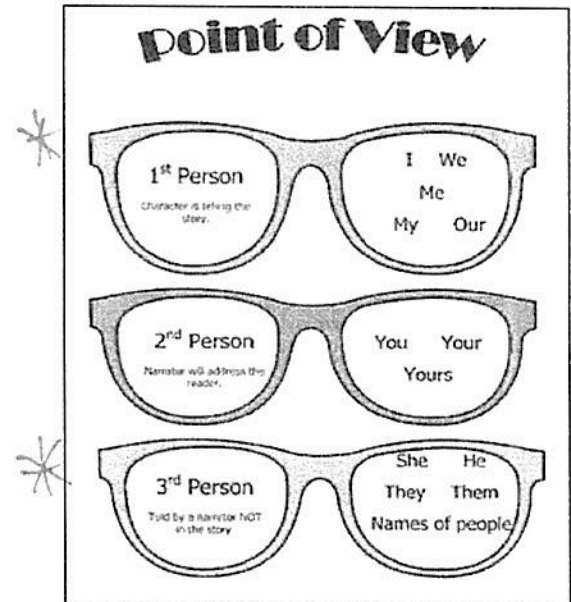
-Read the sentences below.

I went to school last week.

I learned about dinosaurs.

Which sentence below makes it a compound sentence?

- A) I went to school last week, learned about dinosaurs.
- B) I went to school last week and learned about dinosaurs.
- C) I went to school last week, and I learned about dinosaurs. ☺
- D) When I went to school last week , I learned about dinosaurs.



Example questions-

Which is the correct way to abbreviate _____?

Which is the correct way to write
oklahoma state university?

How the Author connects ideas in the text:

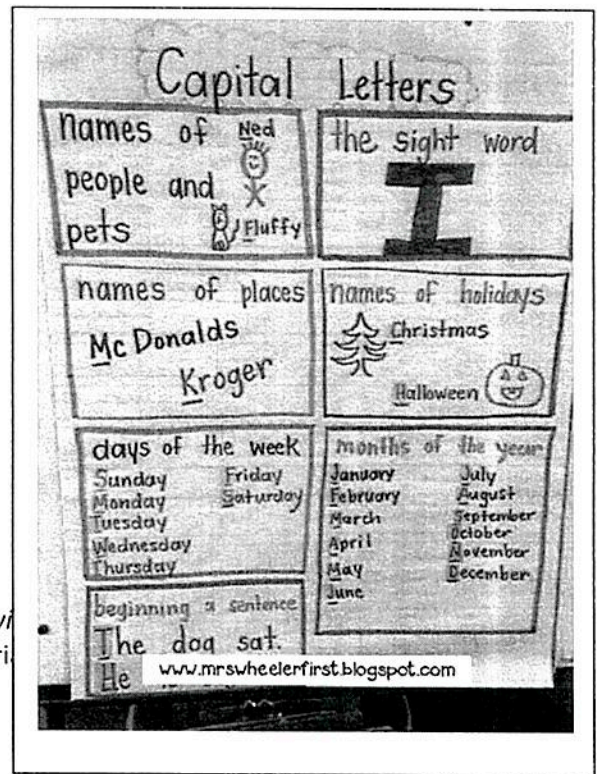
This skill is tricky, they want them to comprehend what the writer is trying

3.4.R.1 Students will increase knowledge of academic domain-appropriate meaning of grade-level text.

Example questions-

What does the phrase mean in the sentence above ?

Why does the author use the phrase _____ in the sentence?



Oklahoma Academic Standards – these are the skills for this benchmark we are required to teach

(We will be working to reteach and assess these skills before the state test at the end of the year. If you would like a copy of the full set of skills for the whole year you can get them off the Oklahoma State Department of Education website)

READING

3.3.R.3 Students will find textual evidence when provided with examples of literary evidence and organization: setting, plot, characters, & theme.

3.4.R.4 Students will infer relationships among words including synonyms, antonyms, homographs, and homonyms.

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3.3R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

3.2.R.2 Students will compare & contrast details (e.g., plots or events, settings, characters) to discriminate genres.

3.3.R.3 Students will find textual evidence when provided with examples of literary evidence and organization: setting, plot, characters, & theme.

3.4.R.1 Students will increase knowledge of academic domain-appropriate, grade level vocabulary to infer meaning of grade-level text.

3.4.R.3 Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.

3.2.R.2 Students will compare and contrast details (e.g., plots, or events, settings and characters) to discriminate genres.

(See last pages for a list of third grade genres.)

CONTINUES ON BACK.....

3.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.

3.4.R.2 Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words. (Also, 3.2.PWS.2)

3.3.R.6 Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.

LANGUAGE ARTS

3.5.W.4 Students will compose simple, compound and complex **declarative, interrogative, imperative and exclamatory** sentences.

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3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis: all major syllable patterns...

3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative and exclamatory sentences.

3.5.R.4 Students will recognize prepositions and conjunctions.

3.5.W.1 Students will capitalize and appropriately punctuate: titles of respect, appropriate words in titles, and geographical names.

3.2.PWS.2 Students will decode multisyllabic words by applying knowledge of structural analysis:

...ABBREVIATIONS...

(3.2.W.3 & 3.2.W.4 spell words correctly)

3.5.W.1 Students will capitalize and appropriately punctuate: 1. titles of respect 2. appropriate words in titles 3. geographical names