

Reading Content Standard Assessed by PAWS

Grade 3

PAWS Reading Assessment Content Coverage						
Reading Standard: Students use the reading process to demonstrate understanding of literary and informational texts.	Benchmark	Narrative Skills		Functional Skills	Expository Skills	
		Story Elements	Plot	Relevance/ Importance	Major Points	Information Relationship
	I. Reading Process	✓	✓	✓	✓	✓
	A	✓	✓	✓	✓	✓
	B	✓	✓	✓	✓	✓
	C	✓	✓	✓	✓	✓
	D	✓	✓	✓	✓	✓
	E			✓		
	II. Literary Text	✓	✓			
	A	✓				
	B	✓	✓			
	C	✓	✓			
	D	✓	✓			
	E	✓	✓			
	III. Informational Text			✓	✓	✓
	A				✓	
	B	✓		✓	✓	✓
	C			✓		
	D	✓		✓		
	E			✓		
	F				✓	✓
	G			✓	✓	✓

Grade 3 Reading Standards and Benchmarks described on the following page.

*All Reading Benchmarks are assessed at Grade 3.

Reading Content Standard Assessed by PAWS

Wyoming Reading – Grade 3

- I. Students use the reading process to apply a variety of comprehension strategies before, during, and after reading.
 - A. Students use knowledge of less common vowel patterns, syllabication, complex word families, and homophones and homographs to decode unknown words and understand text.
 - B. Students comprehend main idea and supporting details.
 - C. Students use a variety of strategies to make, confirm, and revise predictions about text, such as use of illustrations, titles, and topic sentences.
 - D. Students use reading strategies of setting a purpose for reading, visualizing, and reading between the lines.
 - E. Students make connections among texts and themselves.
- II. Students read and interpret literature.
 - A. Students understand basic elements of plot such as conflict and resolution.
 - B. Students determine characters' traits by their actions and by how they are portrayed by the author and illustrator.
 - C. Students recognize use of descriptive language.
 - D. Students read a variety of literary genres such as historical fiction, poetry, fiction, fairy tales, fables, narratives from different cultures, drama, myths, folk tales, and legends.
 - E. Students are familiar with a variety of literary modes such as books and poems by the same author.
- III. Students demonstrate understanding of informational texts.
 - A. Students distinguish the main idea and supporting details in grade-level-appropriate expository text.
 - B. Students compare and contrast information on the same topic after reading several passages or articles.
 - C. Students locate information using a table of contents or glossary.
 - D. Students interpret simple maps, charts, and graphs.
 - E. Students follow simple multi-step written directions.
 - F. Students read nonfiction texts such as biographies.
 - G. Students are familiar with a variety of informational modes, such as books by the same author, demonstrations, and children's news publications.