

Houghton Mifflin Reading © 2005
Grade Three
 correlated to
State of Illinois
Reading Assessment Framework
Grade Three

Illinois State Goals for Reading	Houghton Mifflin Reading © 2005
Reading—State Goal 1	
STANDARD 1A—VOCABULARY DEVELOPMENT	
Words in Isolation	
<p>1.3.01 Determine the meaning of an unknown word using knowledge of common prefixes, suffixes, and word roots (see Roots and Affixes List) (e.g., use knowledge of the prefix dis- to determine the meaning of disrespect).</p>	<p>Prefixes, 3.1: TE1: 19, 49C, 55A, 151C, 151M; TE2: 185G, R21; TE3: 419C, 419N, R22–R23; 3.2: TE4: 47, 99C, R18, R19; TE6: 367D, 377 Suffixes, 3.1: TE1: 151C; TE2: 185G, 225; TE3: 318, 361C, 361N, 393C, 397, R18–R19, R20–R21; PB1: 82, 104, 220, 235; T: 2-3; 3.2: TE4: 47, 81, 99C, 119G, 147C, R18, R19; TE5: 183C, 267F, 295C, R14; PB2: 43, 61, 73, 90, 155 Inflected Forms, TE1: 49C, 49N, 55, 73, 121C, 121G, 137F, 137G, R14, R15, R18; TE2: 213C, 233I–233J, 259D, 259I–259J, 279F, 301M, R18, R19, R23; TE3: 333C, 339, 344, 365, 371, 393I–393J, 419I–419J, 439F, R16; PB1: 16, 70, 120, 140, 141, 155, 156, 200, 240, 241, 255, 256; TE4: 39C, 39D, 69C, 73, 99G, 119F, 119I, R16; TE5: 169; TE6: 314, 337C, 355; PB2: 28, 47; T: 2-25, 2-26, 2-35, 2-36, 3-22, 3-23, 3-32, 3-33, 4-21</p>
<p>1.3.02 Identify the word base of familiar words with affixes from Roots and Affixes list (e.g., misspelled, unfinished).</p>	<p>Base Words, 3.1: TE1: 49C, 49N, 55, 121C, 137F, R14, R18; TE2: 259D, R17, R20; TE3: 361C, 361G, 419C, 439F, R18; PB1: 16, 52; 3.2: TE4: 39C, 69C, 99G, 119F, 119I; PB2: 28, 47; T: 4-21</p>
<p>1.3.03 Determine the meaning of unknown compound words by applying knowledge of individual known words (e.g., baseball).</p>	<p>Compound Words, 3.1: TE2: 185C, 185N, 191, 279F, R16, R17, R23; TE3: 311; PB1: 100; 3.2: TE4: 39C; PB2: 8</p>
Words in Context	
<p>1.3.04 Determine the meaning of unknown words using within-sentence clues.</p>	<p>Get Set to Read, 3.1: SB: 16–17, 52–53, 90–91, 158–159, 188–189, 214–215, 234–235, 310–311, 336–337, 362–363, 394–395; TE1: 16–17, 52–53, 90–91; TE2: 158–159, 188–189, 214–215, 234–235; TE3: 310–311, 336–337, 362–363, 394–395;</p>

(continued)

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1.3.04 Determine the meaning of unknown words using within-sentence clues. (continued)	Get Set to Read, 3.1: (continued) PB1: 11, 31, 47, 95, 115, 130, 145, 196, 215, 230, 245; T: 1-1, 1-11, 1-21, 2-1, 2-11, 2-21, 3-2, 3-10, 3-19, 3-28; 3.2: SB: 16–17, 44–45, 70–71, 154–155, 186–187, 214–215, 302–303, 340–341, 368–369; TE4: 16–17, 44–45, 70–71; TE5: 154–155, 186–187, 214–215; TE6: 302–303, 340–341, 368–369; PB2: 3, 23, 38, 85, 105, 120, 167, 187, 202; T: 4-1, 4-10, 4-19, 5-1, 5-10, 5-19, 6-1, 6-10, 6-19
1.3.05 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.	Phonics/Decoding Strategy, 3.1: TE1: BTS8–BTS9, 19, 29, 36, 49D, 73, 89D, 93, 101, 121C, 121D, 141, 142, 151D; TE2: 161, 175, 185C, 185D, 191, 193, 213C, 213D, 217, 225, 233C, 233D, 237, 241, 259C, 259D, 283, 290; TE3: 311, 318, 333C, 333D, 339, 344, 404, 361C, 361D, 365, 371, 393C, 393D, 397, 356, 419D; 3.2: TE4: 19, 30, 39D, 47, 57, 69D, 73, 81, 99D, R2, R3, R4, R5, R6, R7; TE5: 157, 169, 183C, 183D, 189, 194, 213C, 213D, 217, 243, 251C, 251D; TE6: 305, 314, 337C, 337D, 343, 355, 367C, 367D, 371, 377, 399C, 399D
1.3.06 Use synonyms to define words.	Synonyms, 3.1: TE1: 151F, R15, R19; TE2: 289, 301M, R21; TE3: 361M, 419G, R17, R19, R23; 3.2: TE4: 69F; TE5: 195, R17; TE6: 337G
1.3.07 Use antonyms to define words.	Antonyms, 3.1: TE1: R19; TE2: R17; TE3: 361M, R19, R23; 3.2: TE4: R17; TE5: R15; TE6: 367G
1.3.08 Determine the word that best fits a given context.	Context Clues, 3.1: TE1: 19, 36, 53, 73, 93, 149; TE2: 161, 175, 185G, 189, 191, 213C, 213D, 215, 217, 225, 233D, 233G, 235, 237, 241, 259C, 281, R23; TE3: 311, 333D, 337, 339, 361C, 361D, 369, 393C, 393D, 395, 397, 403; 3.2: TE4: 19, 30, 39D, 47, 57, 69D, 70, 81, 99C, 99D; TE5: 157, 169, 183D, 189, 194, 213D, 217; TE6: 303, 305, 314, 337D, 341, 343, 367D, 369, 371, 377, 399C, 399D
STANDARDS 1B, 1C—READING STRATEGIES	
1.3.09 Activate prior knowledge to establish purpose for reading a given passage.	Prior Knowledge for Reading, 3.1: TE1: 16, 46, 90, 137CC, R2, R4, R6; TE2: 158, 188, 210, 234, 280, 288, R2, R4, R6; TE3: 308, 336, 358, 362, 394, R2, R4, R6; 3.2: TE4: 16, 44, 66, 70, R2, R4, R6; TE5: 154, 268, R2, R4, R6, R8; TE6: 302, 340, 368, R2, R4, R6 Purpose Setting for Reading, 3.1: TE1: 19, 55, 86, 93, 118, 141; TE2: 161, 182, 191, 210, 217, 232, 237, 258, 283, 288, 294; TE3: 339, 347, 358, 365, 390, 397, 416; 3.2: TE4: 19, 36, 47, 66, 73, 95; TE5: 157, 180, 189, 210, 217, 248; TE6: 305, 334, 343, 364
1.3.10 Identify probable outcomes or actions.	Predicting Outcomes, 3.1: TE1: 22, 26, 33, 44, 69, 83, 84, 101, 103, 110, 115, 116, 149; TE2: 179, 199, 201, 254, 264, 272, 286, 296, 298; TE3: 320, 329, 330, 348, 356, 364, 368, 374, 375, 378, 386, 388, 413, 414, 424; 3.2: TE4: 64, 90, 91, 93, 102, 108; TE5: 188, 203, 208, 213A–213B, R10–R11; TE6: 324, 331, 393, 402, 408; PB2: 106, 108–109; T: 5-11

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1.3.11 Use information in illustrations to help understand a reading passage.	Picture Clues, 3.1: TE1: 56, 98, 106, 138, 151F; TE2: 162, 163, 194, 217, 219, 242; TE3: 332, 287O–287P; 3.2: TE5: 191, 201 Illustrator’s Craft, 3.1: TE1: 59; TE2: 163, 172, 206, 218, 219, 221, 227; TE3: 314, 316, 319, 373; 3.2: TE4: 53, 58, 63, 75; TE5: 201, 212, 248, 250; TE6: T366
1.3.12 Determine which illustrations support the meaning of a passage.	Picture Walk, 3.1: TE1: R2, R4, R6; TE2: R2, R4, R6; 3.2: TE4: 72, R2, R4, R6 Picture Details, 3.1: TE2: 162, 163, 172, 206, 219; TE3: 373; 3.2: TE4: 53, 58, 75
1.3.13 Determine which charts and graphs support the meaning of a passage.	Reading Charts/Tables, 3.1: TE3: 419H; T: 3-31 Reading Graphs, 3.1: TE3: 419H; T: 3-31
1.3.14 Identify explicit and implicit main ideas.	Topic/Main Idea/Supporting Details, 3.1: TE2: 180, 182, 183, 236, 241, 259A–259B, R14–R15; TE3: 342, 358, 361; PB1: 146, 148–149; T: 2-32; 3.2: TE4: 27, 66; TE5: 177, 223
1.3.15 Locate information using simple graphic organizers such as Venn diagrams.	Main Idea/Details Chart/Organizer, 3.1: TE2: R15; TE3: 390, 391, 392; 3.2: TE4: 27 Cause-Effect Chart, 3.1: TE1: 18, 32, 42, 43, 49A; TE3: 377; 3.2: TE5: 205 Sequence of Events Chart, 3.1: TE3: 371, 373 Categories Chart, 3.1: TE2: 190, 197, 198, 199, 203, 206, 207, 213A, R11 Conclusions Chart, 3.1: TE3: 364, 374, 386, 387, 341, 393B, R12; 3.2: TE6: 342, 361, 367A–367B Using Venn Diagrams, 3.1: TE1: 87; TE2: 213BB, 253, R10; TE3: R13; 3.2: TE5: 251Z; TE4: 46, 47, 54, 62, 63, 69A
1.3.16 Make comparisons across reading passages (e.g., topics, story elements).	Selection Connections, 3.1: TE1: 10P; TE2: 152P; TE3: 302P; PB1: 1–2, 93–94, 193–194; 3.2: TE4: 10P; TE5: 148P; TE6: 296P; PB2: 9–10, 83–84, 165–166 Connecting/Comparing Across Texts, 3.1: TE1: 44, 49, 84, 89, 124–130, 131–134, 135A; TE2: 180, 208, 230, 256, 262–273, 274–276, 277A; TE3: 330, 356, 388, 414, 422–423, 424–436, 437A; 3.2: TE4: 34, 64, 94, 102–113, 114–116, 117A; TE5: 178, 208, 246, 294, 254–261, 262–264, 265A; TE6: 332, 362, 394, 402–405, 406–410, 411A
STANDARD 1C—READING COMPREHENSION	
Literal or Simple Inference	
1.3.17 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	Predict/Infer Strategy, 3.1: TE1: BTS6–BTS7, 18, 24, 29, 33, 35, 40, 124, 128, 130A, 134, 135, R7; TE2: 282, 293, 295, 296, 299; TE3: 364, 319, 368, 370, 374, 375, 380, 384, 387, R3, R5, R7; 3.2: TE5: 188, 198, 202, 203, 254, 258, 262, 265; TE6: 342, 346, 348, 352, 356, 357, R4 Making Inferences, 3.1: TE1: 30, 32, 42, 44, 56, 72, 74, 80, 89A–89B, 116, 149, R10–R11; TE2: 163, 185, 193, 208, 224, 233, 246, 252, 270, 274, 290; TE3: 342, 361, 366, 372, 376, 382, 388, 419; PB1: 32, 34–35; T: 1-12; 3.2: TE4: 34, 56, 58, 80, (continued)

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1.3.17 Determine the answer to a literal or simple inference question regarding the meaning of a passage. (continued)	Making Inferences, 3.2: TE4: (continued) 83, 84, 99, 102, 104; TE5: 158, 165, 166, 172, 177, 183, 183A–183B, 222, 228, 234, 242, 244, 255, 259, R8–R9; TE6: 306, 311, 330, 353, 394, 402, 405; PB2: 86, 88–89; T: 5-2
Summarizing and Main Idea	
1.3.18 Distinguish the main ideas and supporting details in informational text.	Nonfiction: Main Idea, 3.1: TE1: 48; TE2: 180, 182, 183, 233CC–233DD, 236, 241, 259A–259B, R14–R15; TE3: 358, 361, 390, 392; PB: 146, 148–149; T: 2-32; 3.2: TE4: 27, 66; TE5: 223
1.3.19 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).	Topic/Main Idea/Supporting Details, 3.1: TE2: 180, 182, 183, 236, 241, 259A–259B, R14–R15; TE3: 342, 358, 361; PB1: 146, 148–149; T: 2-32; 3.2: TE4: 27, 66; TE5: 177, 223
Sequencing and Ordering	
1.3.20 Identify or summarize the order of events in a story.	Sequence of Events, 3.1: TE1: 92, 109, 112, 113, 116, 121A–121B, 121O–121R, 129, 130A, R12–R13; TE2: 285; TE3: 435; PB1: 48, 50–51; T: 1-22; 3.2: TE4: 22, 57, 94; TE5: 221 Recognize Plot Events, 3.1: TE1: 17B, 17C, 34, 39, 59, 99, 101, 115, 121A–121B; TE3: 344, 396, 403, 414, 419A–419B; PB1: 246, 248–249; T: 3-29; 3.2: TE4: 46, 80; 3.2: TE5: 159
Drawing Conclusions Based on Evidence	
1.3.21 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge.	Making Inferences, 3.1: TE1: 30, 32, 42, 44, 56, 72, 74, 80, 89A–89B, 116, 149, R10–R11; TE2: 163, 185, 193, 208, 224, 233, 246, 252, 270, 274, 290; TE3: 342, 361, 366, 372, 376, 382, 388, 419; PB1: 32, 34–35; T: 1-12; 3.2: TE4: 34, 56, 58, 80, 83, 84, 99, 102, 104; TE5: 158, 165, 166, 172, 177, 183, 183A–183B, 222, 228, 234, 242, 244, 255, 259, R8–R9; TE6: 306, 311, 330, 353, 394, 402, 405; PB2: 86, 88–89; T: 5-2 Drawing Conclusions, 3.1: TE1: 22, 24, 28, 30, 38, 40, 42, 44, 49, 56, 58, 60, 62, 64, 66, 68, 69, 70, 76, 80, 82, 84, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 121, 124, 126, 146, 149; TE2: 164, 166, 168, 170, 174, 178, 179, 180, 185, 192, 194, 196, 198, 202, 204, 206, 208, 213, 220, 222, 224, 226, 227, 230, 238, 250, 252, 254, 256, 259, 262, 266, 268, 269, 272, 273A, 284, 299, 300; TE3: 329, 340, 342, 354, 356, 364, 366, 371, 372, 380, 384, 393, 393A–393B, 398, 402, 404, 407, 408, 410, 412, 414, 419, 423A, 424, 426, 428, R12–R13; PB1: 231, 233–234; T: 3-20; 3.2: TE4: 20, 24, 26, 32, 34, 39, 48, 52, 58, 60, 62, 64, 69, 74, 76, 80, 86, 88, 92, 94, 104, 106, 110, 113, 116; TE5: 158, 164, 168, 170, 172, 174, 190, 192, 196, 198, 202, 206, 208, 218, 220, 222, 234, 236, 244, 251, 256, 258, 260, 261A, 264; TE6: 306, 312, 314, 320, 322, 326, 330, 331, 344, 350, 352, 359, 360, 362, 367A–367B, 374, 377, 382, 386, 388, 391, 394, 405A, 406, 410; PB2: 188, 190–191; T: 6-11 Making a Generalization, 3.1: TE1: 89, 130, 131; TE2: 245, 256, 273A, 293; TE3: 318, 330; (continued)

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1.3.21 Draw inferences, conclusions, or generalizations about text, and support them with textual evidence and prior knowledge. (continued)	Making a Generalization, (continued) 3.2: TE4: 29, 34, 54, 63, 106; TE5: 178, 183, 197; TE6: 332, 370, 385, 399, 399A–399B, 407, 409, R12–R13; PB: 203, 205–206; T: 6-20
1.3.22 Differentiate between fact and opinion.	Fact and Opinion, 3.1: TE1: 132; TE2: 184, 185, 198, 274; TE3: 436; 3.2: TE4: 18, 23, 39A–39B, 107, R2–R3, R8, R9; PB2: 4, 6–7; T: 4-2
1.3.23 Draw conclusions from information in maps, charts, and graphs.	Reading Maps, 3.1: TE1: 46–49, 52, R9; TE2: 215; TE3: 361H; 3.2: TE4: 67; TE5: 213AA, 264 Reading Charts/Tables, 3.1: TE3: 419H; T: 3-31 Reading Graphs, 3.1: TE3: 419H; T: 3-31
Interpreting Instructions	
1.3.24 Determine whether a set of simple instructions or procedures is complete and, therefore, clear (e.g., if incomplete, identify what is missing).	Following Written Directions, 3.1: TE2: 232–233, 258–259; TE3: 333, 338, 349, 361A–361B, R10–R11
Author’s Purpose and Design	
1.3.25 Identify the author’s purpose for writing a fiction or nonfiction text (e.g., to entertain or to inform).	Author’s Purpose, 3.1: TE2: 179, 270; 3.2: TE4: 22, 25, 61, 79 Meet the Author/Illustrator, 3.1: TE1: 18, 51C, 56, 59, 115; TE2: 163, 207, 217, 237; TE3: 319, 329, 332, 339, 365, 369, 416, 373; 3.2: TE5: 156, 188, 216; TE6: 304, 342, 310
ENABLING OBJECTIVES	
1.3.26 Identify words that begin with the same sound (including consonant digraphs, different letters having the same sound, and silent letters—e.g., knight and new).	Consonant Clusters (Blends), 3.1: TE2: 175, 233D, R22; 3.2: TE4: 30, 69D, 69N, 73, R16; TE5: 169; TE6: 337C Consonant Digraphs <i>ch, sh, th, tch, wh</i>, 3.2: TE4: 99D; TE5: 157, 194 Unexpected Patterns such as <i>kn, wr, qu, and ng</i>, 3.1: TE2: 233D, R22; TE3: 393D Hard and Soft C, 3.1: TE3: 393D, 403; 3.2: TE5: 295M; TE6: 399D Soft Sound of G, 3.1: TE2: 237; TE3: 393D, R3; 3.2: TE4: 57; TE6: 399D Variant Consonant Sounds, 3.1: TE3: 393C, 403; 3.2: TE4: 57; TE5: 295D, 295M
1.3.27 Identify words having the same vowel sound (e.g., date and slave).	Long Vowels, 3.1: TE1: 121D, 121N, R26; TE2: 213D, 259D, R20, R24 r-controlled Vowels, 3.1: TE1: 151D; TE3: 361D, 393D, 36N; 3.2: TE4: 39D, 73, R14 Vowel Diphthongs <i>oi, oi, ou, ow</i>, 3.1: TE1: 73; TE3: 333D, 333N, 344 Short Vowels, 3.1: TE1: 49D; TE1: 89D, 89N, 93A
1.3.28 Identify rhyming words with different spelling patterns (e.g., feet and neat, light and kite).	Rhyming Words, 3.1: TE2: 233G; TE3: 333N
1.3.29 Determine the answer to a literal or simple inference question regarding the meaning of a passage.	Making Inferences, 3.1: TE1: 30, 32, 42, 44, 56, 72, 74, 80, 89A–89B, 116, 149, R10–R11; TE2: 163, 185, 193, 208, 224, 233, 246, 252, 270, 274, 290; TE3: 342, 361, 366, 372, 376, 382, 388, 419; PB1: 32, 34–35; T: 1-12; 3.2: TE4: 34, 56, 58, 80, 83, 84, 99, 102, 104; (continued)

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1.3.29 Determine the answer to a literal or simple inference question regarding the meaning of a passage. (continued)	Making Inferences, 3.2: (continued) TE5: 158, 165, 166, 172, 177, 183, 183A–183B, 222, 228, 234, 242, 244, 255, 259, R8–R9; TE6: 306, 311, 330, 353, 394, 402, 405; PB2: 86, 88–89; T: 5-2
Reading—State Goal 2	
STANDARD 2A—LITERARY ELEMENTS AND TECHNIQUES	
Story and Literary Structure	
2.3.01 Differentiate among the literary elements of plot, character, and setting.	Story Structure, 3.1: TE1: 25, 101; TE2: 300; TE3: 396, 396, 403, 419A–419B, R14–R15; PB1: 246, 248–249; T: 3-29; 3.2: TE5: 159, 207
2.3.02 Identify main and supporting characters.	Recognize Main Character, 3.1: TE3: 396, 419A–419B, 439E, R14; PB1: 246, 249, 268
2.3.03 Identify events important to the development of the plot.	Recognize Plot Events, 3.1: TE1: 17B, 17C, 34, 39, 59, 99, 101, 115, 121A–121B; TE3: 344, 396, 403, 414, 419A–419B; PB1: 246, 248–249; T: 3-29; 3.2: TE4: 46, 80; 3.2: TE5: 159
2.3.04 Identify setting (i.e., place and time period).	Recognize Setting, 3.1: TE1: 52, 59, 96, 97, 99, 101, 115; TE2: 219, 238, R2; TE3: 312, 372, 396, 399, 403, 414, 415, 419A–419B, R15; PB1: 246, 248–249; T: 3-29; 3.2: TE4: 44, 48, 53, 76; TE5: 236, 239
2.3.05 Identify author’s message.	Lesson or Moral of Story (Theme), 3.1: TE1: 36; TE2: 287, 293, 299; 3.2: TE4: 18, 55, 60, 86
2.3.06 Explain outcomes using the following literary elements: problem/conflict, resolution.	Problem-Solution, 3.1: TE3: 324, 338, 396, 403, 419A–419B, R15; 3.2: TE4: 87 Plot Turning Point, 3.1: TE3: 346
Characterization	
2.3.07 Determine what characters are like by what they say or do by how the author or illustrator portrays them.	Illustrator’s Craft: Characterization, 3.1: TE1: 59; TE3: 373
2.3.08 Determine character motivation.	Infer Motives, 3.1: TE1: 81; TE2: 192; TE3: 340, 344, 346, 354, 369, 372, 400; 3.2: TE5: 164, 166
2.3.09 Identify and compare characters’ attributes in a story.	Character Traits Revealed Through Action, 3.1: TE1: 25, 28, 38, 42, 62, 70, 76, 78; TE2: 240, 252, 285; TE3: 322, 323, 328, 341, 353, 356, 362, 363, 364, 399; 3.2: TE5: 198, 206, 240; TE6: 306, 312, 318, 326, 388; Words for Character Traits, 3.2: TE5: 295M Character Traits Revealed Through Dialogue, 3.1: TE1: 25, 28, 34, 38, 40, 60, 76, 84, 114; TE2: 226, 285, 291; TE3: 309, 322, 323, 324, 363, 364
STANDARD 2B—VARIETY OF LITERARY WORKS	
2.3.10 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay.	Characteristics of Literary Genres, Biography, 3.1: TE2: 212; TE4: SB: 121; TE4: 147A–147B; Expository Nonfiction, 3.1: TE2: 243; Fantasy, 3.1: TE1: 105; 3.2: TE5: 260; Fairy Tales, SB: 269; TE5: 295A–295B; (continued)

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2.3.10 Identify the following forms and genres: story, poem, fairy tale, tall tale, fable, nonfiction, and essay. (continued)	Characteristics of Literary Genres, (continued) Folk Tales, 3.1: TE3: 252; Historical Fiction, 3.2: TE5: 163; Interview, 3.1: TE3: 418; Legend, 3.1: TE1: 57; Magazine Articles, 3.1: TE3: 360; 3.2: TE4: 68; Narrative Nonfiction, 3.2: TE5: 243; Photo Essay, 3.1: TE1: 120; TE3: 392; Play, 3.2: TE6: 398; Poetry, 3.1: SB: TE1: 120, 151A–151B; TE4: 98; 3.2: TE6: 336; Realistic Fiction, 3.2: TE6: 329; Trickster Tales, 3.1: SB: 281; TE2: 301A–301B
Reading—Roots and Affixes This list indicates what may be covered on the vocabulary items of the state assessment.	
-ed (e.g., talked, helped)	-ed (e.g., talked, helped), 3.1: TE1: 49C, 55, 73, 137G, R15, R18–R19; TE2: 301C; PB1: 16, 52, 70, 182; 3.2: TE4: 69C, 119F, R16–R17; PB2: 28
-ing (e.g., walking, barking)	-ing (e.g., walking, barking), 3.1: TE1: 49C, 121C, 137G, R14–R15, R18–R19; TE2: 301C; TE3: 339, 365; PB1: 16, 52, 70, 182; 3.2: TE4: 69C, 119F, R16–R17; PB2: 28
-s, -es (e.g., dogs, lunches)	-s, -es (e.g., dogs, lunches), 3.1: TE1: 91D; TE2: 213C, 259C, 279F, 279G, R18–R19, R22–R23; PB1: 120, 150
-er (e.g., bigger, brighter) [means “more,” not “one who”]	-er (e.g., bigger, brighter) [means “more”, not “one who”], 3.1: TE3: 361C, 439F; PB1: 220; 3.2: TE4: 99C, R18–R19; TE5: 295C; PB2: 43, 61
-est (e.g., biggest, brightest)	-est (e.g., biggest, brightest), 3.1: TE3: 361C, 439F; PB1: 220; 3.2: TE6: 367DD
-less (e.g., careless, helpless)	-less (e.g., careless, helpless), 3.2: TE4: 147C; TE5: 183C, 267F, 295C; PB2: 73, 90, 155
-ar, -er, -or (e.g., liar, fighter, inspector) [means “one who”]	-ar, -er, -or (e.g., liar, fighter, inspector) [means “one who”], 3.2: TE4: 99C, 119G, 147C; TE5: 295C; PB2: 43, 61, 73, 155
dis- (e.g., disobey, disappear)	dis- (e.g., disobey, disappear), 3.1: TE1: 151C; TE3: 419C, 439G; PB1: 82, 250, 269; 3.2: TE5: 295C; PB2: 155
-en (e.g., tighten, eaten)	See later levels for -en.
-ful (e.g., thankful, beautiful)	-ful (e.g., thankful, beautiful), 3.2: TE4: 99C, 119G, 147C, R18–R19; TE5: 295C; PB2: 43, 61, 73, 155
-ly (e.g., happily, slowly)	-ly (e.g., happily, slowly), 3.1: TE1: 151C; TE3: 393C, 439G; PB1: 82, 235; 3.2: TE4: 99C, 119G, 147C, R18–R19; TE5: 295C; PB2: 43, 61, 73, 155
re- (e.g., redo, rebuild, rewrite)	re- (e.g., redo, rebuild, rewrite), 3.1: TE1: 55A, R14; 3.2: TE4: 47, 99C, 119G, R18–R19; TE5: 295C; PB2: 43, 61, 155
un- (e.g., unable, unfinished)	un- (e.g., unable, unfinished), 3.1: TE1: 49C, 151C; TE3: 419G, 439G; PB1: 82, 250, 269; 3.2: TE4: 99C, 119G, R18–R19; TE5: 295C; PB2: 43, 61, 155

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-y (e.g., sleepy, dirty, faulty)	-y (e.g., sleepy, dirty, faulty), 3.1: TE3: 393C, 439G; PB1: 235; 3.2: TE4: 147C; TE5: 295C; PB2: 73, 155