

Reading - Third Grade

Content Standard: 1.0

The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print text.

Learning Expectations:

- 1.01 Develop oral language.
- 1.02 Develop listening skills.
- 1.03 Demonstrate knowledge of concepts of print.
- 1.04 Develop and maintain phonemic awareness.
- 1.05 Develop and use decoding strategies to read unfamiliar words.
- 1.06 Read to develop fluency, expression, accuracy and confidence.
- 1.07 Develop and extend reading vocabulary.
- 1.08 Develop and use pre-reading strategies.
- 1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.
- 1.10 Introduce informational skills to facilitate learning.
- 1.11 Develop skills to facilitate reading to learn in a variety of content areas.
- 1.12 Read independently for a variety of purposes.
- 1.13 Experience various literary genres.
- 1.14 Develop and maintain a motivation to read.

Accomplishments:

- 3.1.01 Develop oral language.
 - a. Show evidence of expanding oral language through vocabulary growth.
 - b. Consistently use established rules for conversation (e.g., taking turns, raising hand, and asking questions).
 - c. Understand, follow, and give oral directions.
 - d. Respond to questions from teachers and other group members and pose follow-up questions for clarity.
 - e. Participate in creative responses to text (e.g., choral reading, discussion, dramatization, and oral presentations).
 - f. Summarize orally what has been learned or accomplished after completing an activity or assignment.
 - g. Give oral presentations about experiences or interests, using eye contact, proper pacing, adequate volume, and clear enunciation.
- 3.1.02 Develop listening skills.
 - a. Listen attentively to speaker for specific information.
 - b. Use appropriate listening skills (e.g., do not interrupt, face speaker, ask questions).
 - c. Listen and respond to a variety of media (e.g., books, audio tapes, videos).
 - d. Recognize the difference between formal and informal languages.
 - e. Follow oral directions.

3.1.03 Demonstrate knowledge of concepts of print.

- a. Recognize that groups of sentences make a paragraph and paragraphs make a story or article.
- b. Recognize and use parts of text (e.g., title, table of contents, glossary and index).
- c. Recognize and use common text features (e.g., headings, key words, graphics).
- d. Recognize different forms of text (e.g., poems, plays and stories).

3.1.04 Develop and maintain phonemic awareness.

- a. Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).
- b. Add, delete, and change targeted sounds to modify or change words.
- c. Identify and produce rhyming words and original poems.

3.1.05 Develop and use decoding strategies.

- a. Use knowledge of letter-sound correspondence knowledge and structural analysis to decode.
- b. Decode multi-syllabic words not yet known as sight words.
- c. Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., root words, prefixes, and suffixes).
- d. Use previously learned strategies to decode and verify word meaning utilizing the context of the selection.

3.1.06 Read to develop fluency, expression, accuracy and confidence.

- a. Read with increasing fluency and confidence from a variety of texts (e.g., paired readings, shared reading, choral reading, teacher-led reading, and reading from tapes).
- b. Read aloud grade-appropriate narrative and expository text fluently and accurately, using appropriate timing, intonation, and expression.
- c. Participate in guided oral reading.
- d. Reflect punctuation within written text while reading orally.
- e. Demonstrate the automatic recognition of high frequency words.
- f. Read daily and independently from a variety of texts.

3.1.07 Develop and extend reading vocabulary.

- a. Build vocabulary by listening to literature and participating in discussion.
- b. Build vocabulary through frequent read-alouds.
- c. Determine word meaning using root words, prefixes, and suffixes.
- d. Recognize and use compound words, contractions, and abbreviations.
- e. Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
- f. Use antonyms and synonyms to facilitate understanding of words.
- g. Use context clues to determine meaning of multi-meaning words.

- h. Manipulate word walls and word sorts.
- i. Build vocabulary by reading a wide range of text types inside and outside the classroom.

3.1.08 Develop and use pre-reading strategies.

- a. Identify a purpose for reading (e.g., for information, for enjoyment, for understanding a writer's position).
- b. Participate in activities to build background knowledge to make meaning from text.
- c. Make predictions using text features (e.g., illustrations and graphics).
- d. Preview text using illustrations, graphics, text format, text structures and skimming.
- e. Connect life experience to information and events in texts.

3.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading.

- a. Derive meaning while reading by
 - 1. formulating clarifying questions.
 - 2. predicting outcomes based upon prior knowledge and adjust as knowledge is gained while reading.
 - 3. using metacognitive reading strategies to monitor comprehension (e.g., reread, read ahead, adjust reading speed).
 - 4. creating a mental image.
 - 5. expressing reactions and personal opinions in response to a selection.
- b. Check for understanding after reading
 - 1. drawing conclusions based on evidence gained while reading.
 - 2. sequencing story events and/or text information.
 - 3. recognizing cause and effect relationships in text.
 - 4. discussing similarities and differences in text events, characters, and character actions.
 - 5. distinguishing between fact and opinion.
 - 6. recognizing the stated/ implied main idea of the text
 - 7. discussing author's purpose for writing.

3.1.10 Introduce informational skills to facilitate learning.

- a. Use outside resources to access information (e.g., family and community).
- b. Use media sources to access information (e.g., online catalog, non-fiction books, encyclopedias, CD-ROM references, Internet).
- c. Use text referenced material (e.g., dictionary, thesaurus, encyclopedia, magazines, and newspapers).
- d. Gather and record information on a topic.

3.1.11 Develop skills to facilitate reading to learn in a variety of content areas.

- a. Develop and maintain content specific vocabulary.
- b. Use text features to locate information (e.g., charts, tables of contents, maps, illustrations).

- c. Apply skills and strategies to comprehend informational text (e.g., pre-reading strategies, comprehension strategies).
- d. Use self-correction strategies while reading (e.g., pausing, rereading, asking for help).

3.1.12 Read independently for a variety of purposes.

- a. Read for literary experience.
- b. Read to gain information.
- c. Read to perform a task.
- d. Read for enjoyment.
- e. Read to expand vocabulary.
- f. Read to build fluency.

3.1.13 Experience various literary and media genres.

- a. Read and view various literary (e.g., short stories, fairy tales, non-fiction texts, biographies, folktales, and poetry) and media (e.g., photographs, the arts, films, video) genres.
- b. Understand the main idea or message in visual media (e.g., pictures, cartoons, weather reports on television, newspaper, photographs).
- c. Define and identify setting.
- d. Define and identify the characters.
- e. Differentiate between main and minor characters.
- f. Determine the problem in a story, discover its solution, and consider alternate solutions.
- g. Identify types of stories (e.g., folktales, fables, fairy tales).
- h. Compare and contrast different versions/representations of similar stories, legends, lessons or events reflecting different cultures.
- i. Explore the ways in which language is used in literary texts (e.g., rhythm, beat, imagery, simile, and metaphor).
- j. Explore the concept of first person point of view.

3.1.14 Develop and maintain a motivation to read.

- a. Visit libraries/media centers and regularly check out materials.
- b. Engage in a variety of literacy activities voluntarily (self-select books and stories).
- c. Read longer narrative and expository text independently including chapter books.
- d. Select literature based on personal needs and interests from a variety of genres and by different authors.
- e. Choose works from favorite authors/illustrators and genres.
- f. Relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).
- g. Experience daily opportunities to read.
- h. Choose to read as a leisure activity.

Benchmarks/Indicators

Performance Indicators State

As documented through state assessment -

At Level 1, the student is able to

- 3.1.spi.1. identify and/or select rhyming words.
- 3.1.spi.2. distinguish individual sounds, including consonant blends, within words.
- 3.1.spi.3. recognize parts of a book (e.g., glossary, table of contents).
- 3.1.spi.4. identify setting, characters, and plot in a reading selection.

At Level 2, the student is able to

- 3.1.spi.5. recognize root words and their various inflections (e.g., walks, walking, walked).
- 3.1.spi.6. determine word meaning within context using prefixes and suffixes.
- 3.1.spi.7. recognize grade level compound words, contractions, and common abbreviations within context.
- 3.1.spi.8. select appropriate synonyms and antonyms within context.
- 3.1.spi.9. determine word meanings through the use of context clues.
- 3.1.spi.10. identify different forms of text as poems, plays, or stories.
- 3.1.spi.11. identify the stated main idea of a reading selection.
- 3.1.spi.12. identify stated cause and effect relationships in text.
- 3.1.spi.13. distinguish between fact and opinion within text.
- 3.1.spi.14. determine sequence of events in a story.
- 3.1.spi.15. recognize basic plot features of fairy tales, folk tales, fables and myths.
- 3.1.spi.16. recognize grade appropriate vocabulary within context.

At Level 3, the student is able to

- 3.1.spi.17. determine correct meaning/usage of multiple-meaning words.
- 3.1.spi.18. select questions used to focus or clarify thinking while reading.
- 3.1.spi.19. determine appropriate inferences from text.
- 3.1.spi.20. recognize how illustrations support the text.
- 3.1.spi.21. select information using available text features (e.g., maps, charts, and graphics).
- 3.1.spi.22. determine the problem in a story and recognize its solution.

Performance Indicators Teacher

As documented through teacher observation-

At Level 1, the student is able to

- 3.1.tpi.1. observe established rules of conversation (taking turns, raising hands when working in small groups).
- 3.1.tpi.2. use letter-sound knowledge and structural analysis to decode words (e.g., consonant blends, diphthongs).
- 3.1.tpi.3. associate sounds with appropriate letters.

- 3.1.tpi.4. track auditorily each word in a sentence and each syllable in a word.
- 3.1.tpi.5. use root words and their various inflections.
- 3.1.tpi.6. identify a purpose for reading (e.g., to enjoy content and to locate information).
- 3.1.tpi.7. use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (roots, prefixes, and suffixes).
- 3.1.tpi.8. know and use common (e.g., -ill, -ate) and complex (e.g., -ight) word families to decode unfamiliar words.
- 3.1.tpi.9. manipulate word sorts to increase awareness of words.
- 3.1.tpi.10. build vocabulary through frequent teacher read-alouds, by listening to literature, and by participating in discussions.

At Level 2, the student is able to

- 3.1.tpi.11. demonstrate the ability to follow and give oral/written directions up to three steps.
- 3.1.tpi.12. demonstrate an awareness of the sounds of language (e.g., rhyme and rhythm).
- 3.1.tpi.13. preview the text to establish a purpose for reading, to activate prior knowledge, and to facilitate the reading process.
- 3.1.tpi.14. read aloud grade appropriate texts fluently and accurately, using appropriate timing and changes in voice and expression.
- 3.1.tpi.15. read a variety of texts (e.g., short stories, fairy tales, non-fiction texts, folktales, plays, and chapter books).
- 3.1.tpi.16. reflect punctuation in written text while reading orally.
- 3.1.tpi.17. derive meaning while reading by predicting outcomes based upon prior knowledge and adjust as knowledge is gained.
- 3.1.tpi.18. use metacognitive reading strategies to improve comprehension (e.g., reread, read ahead, ask for help, adjust reading speed).
- 3.1.tpi.19. express reactions and personal opinions in response to text.
- 3.1.tpi.20. relate literary experiences (e.g., book discussions, literacy circles, writing, oral presentations, artistic representations).
- 3.1.tpi.21. listen attentively by facing the speaker, asking questions, and paraphrasing.

At Level 3, the student is able to

- 3.1.tpi.22. summarize orally what has been learned or accomplished after completing an activity or assignment.
- 3.1.tpi.23. summarize stories, plays, and poems.
- 3.1.tpi.24. use content specific vocabulary.
- 3.1.tpi.25. connect life experience to information and events in texts.
- 3.1.tpi.26. participate in creative responses to text.
- 3.1.tpi.27. organize information from text or technological sources using graphic organizer (e.g., webbing, KWL).

- 3.1.tpi.28. use library media sources to access information (e.g., card, electronic catalog, encyclopedias, CD-ROM references, Internet, non-fiction books).
- 3.1.tpi.29. make connections among various texts showing similarities and differences related to setting, events, and characters.
- 3.1.tpi.30. compare and contrast different versions of the same stories reflecting different cultures.
- 3.1.tpi.31. extend ideas presented in text (e.g., changing setting, ending, or characters'actions).
- 3.1.tpi.32. read daily and independently.
- 3.1.tpi.33. verify the meaning/usage of a multiple meaning word through the use context clues.
- 3.1.tpi.34. draw conclusions from evidence within the text.