

Third Grade Reading

Standard 1: Students construct meaning as they comprehend, interpret and respond to what they read

1. Make predictions and connections between new material and previous information/experiences
 - Connect prior knowledge to written material
2. Incorporate new print/non-print information into existing knowledge to draw conclusions and make applications.
 - Draw conclusions
 - Recognize and use cause/effect relationships
3. Provide oral, written and/or artistic responses to ideas and feelings generated by reading materials.
 - Extend many and varied responses to print
4. Demonstrate basic understanding of main ideas and some supporting details.
 - Identify main idea and supporting details
5. Accurately retell key elements of appropriate reading material.
 - Summarize
 - Extend practice of sequencing of events

Standard 2: Students apply a range of skills and strategies to read.

1. Decode unknown words combining the elements of phonics, grammatical structures, analysis of word parts and context to understand reading material.
 - Apply and practice all skills from this continuum
 - Identify possessives
2. Demonstrate understanding of literary elements (e.g. plot, character, setting, problem and solution).
 - Apply and practice understanding of plot, problem/solution
 - Demonstrate proficient understanding of character, setting
3. Identify literary devices (e.g. figurative language and exaggeration).
 - Begin to identify similes
4. Use features and organization of fiction and nonfiction material to comprehend complex material (e.g. paragraphs, chapters, titles, index, tables of contents, charts, visuals)
 - Use chapters and paragraphs to gain meaning
5. Adjust fluency, rate and style of reading to the purpose of the material with guidance.
 - Practice reading with feeling and expression
6. Develop vocabulary through the use of context clues, analysis of word parts, auditory clues and reference sources (e.g. dictionary, thesaurus, glossary).
 - Apply and practice synonyms, antonyms and homographs
 - Begin to identify morphographs
 - Use general dictionary
 - Begin to use a glossary and encyclopedia
 - Acquire grade level vocabulary
7. Identify and apply reading strategies, including decoding words, self correcting, and rereading to comprehend.
 - Apply strategies in content area
8. Ask questions and check predictions prior to, during and after reading.
 - Anticipate and predict reasonable outcomes

Standard 3: Students set goals, monitor and evaluate their progress in reading.

1. Articulate strategies used to self-monitor reading progress and to overcome reading difficulties with guidance from teacher.
 - Monitor own understanding and make assessment of own learning progress
2. Describe reading successes and set goals.
 - Initiate goal setting strategies
3. Select authors, subjects, and print and non-print materials to share with others.
 - Select authors, subjects and print/non print material to share with others

Standard 4: Students select, read and respond to print and non-print material for a variety of purposes.

1. Identify a variety of purposes of reading (e.g. personal satisfaction, lifelong reading habits).
 - Read for meaning to gather information
 - Read to learn new information
 - Read for enjoyment
2. Solve a problem or answer a question through reading (e.g. signs, labels, instruction).
 - Read to solve a problem or answer a question in content areas with teacher support
3. Perform tasks for a variety of purposes by reading (e.g. recipes, directions, schedules, maps, tables, charts).
 - Practice using a variety of informational formats with teacher support
4. Read and provide oral, written and/or artistic responses to diverse perspectives, cultures and issues in traditional and contemporary literature.
 - Respond to a variety of diverse perspectives in literature
 - Respond to character's point of view
5. Read a variety of sources to demonstrate and understanding of current events (e.g. newspapers, magazines)
 - Practice reading current events through a variety of sources of with teacher support
6. Read and interpret information from a variety of documents and sources (e.g. memos, directions, maps, tables, schedules as well as other technological material).
 - Use appropriate sources to interpret information with teacher guidance

Standard 5: Students gather, analyze, synthesize and evaluate information from a variety of sources, and communicate their findings in ways appropriate for their purposes and audiences.

1. Identify and summarize similarities and differences using a single element such as character within a text and between sources of information.
 - Identify important and unimportant information
 - Understand relationships between parts of a text or between two simple texts with teacher guidance
2. Make connections, integrate and organize information from multiple sources.
 - Make inferences and organize information from multiple sources
3. Recognize authors point of view.
 - Begin to recognize authors' points of view
4. Distinguish fact from opinion in various print and non-print material.
 - Identify facts and opinions in written material