

Standard 1: Reading

THIRD GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 1: The student uses skills in alphabets to construct meaning from text.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> uses decoding skills that include knowledge of phonetics and <i>structural analysis</i> when reading unknown words. 	<p>The teacher...</p> <ol style="list-style-type: none"> (a) encourages students to utilize effective <i>self-correction</i> and <i>self-monitoring</i> strategies by prompting students to use <i>visual, semantic and syntactic clues</i>. The teacher prompts may include the following: <ul style="list-style-type: none"> Does it make sense? Does it sound right? Does it look right? Look at the picture. How does the word start? Can you find a familiar pattern? Reread the sentence. Think about what would make sense and begin with those first sounds. <p>(This is an on-going process throughout the school year.)</p> <p>(b) models the cognitive process of identifying meaningful chunks that lead the readers to the pronunciation of the word.</p> <p>(c) directs students to locate, highlight, and/or record words with a given affix or root.</p> <p>(d) emphasizes reading harder and longer multi-syllabic words.</p> <p>(The instructional examples provided in this document are <u>only</u> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

Teacher Notes:

Standard 1: Reading

THIRD GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at <i>instructional</i> or <i>independent reading levels</i>. 2. reads expressively with appropriate <i>pace, phrasing, intonation, and rhythm of speech</i>. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) provides an opportunity for the students to listen to recorded books, then, has students practice reading the book with a partner. (b) reads a text ignoring punctuation. The teacher solicits and records student responses to the reading on the board. After discussing these responses, the teacher rereads the book attending to the punctuation and sentence structure. Students then compare the two readings. (c) has the students participate in a paired reading experience. The listener evaluates the reader's use of inflection or pauses based on the punctuation marks used in the reading. 2. (a) models fluent reading using picture books. (b) uses the <i>choral reading</i> and <i>Reader's Theater</i> for students to practice fluent reading. (c) provides opportunity for multiple readings of familiar text and listening to recorded books. (d) provides reading selections at students' <i>independent reading level</i> for practice in reading expressively. (e) selects a series of sentence from a passage which would take a couple of minutes to read and tapes the students reading the passage. The teacher and students read the sentences using adequate pace and intonation. Next, the teacher reads the sentences using appropriate chunking of thought units. If students do not understand the chunking process, the teacher models the strategy for the students.

<p>3. uses knowledge of sentence structure to read fluently at <i>instructional or independent reading levels</i>.</p> <p>4. uses a variety of <i>word-recognition</i> strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.</p> <p>5. adjusts reading rate to support comprehension when reading <i>narrative, expository, and technical texts</i>.</p>	<p>(f) models echo reading. The teacher reads a passage to the students. The second time the teacher reads the passage, the teacher reads a paragraph and has the students echo the teachers' modeling by reading the same paragraph using the same intonation and phrasing as the teacher.</p> <p>(g) allows time for Sustained Silent Reading (SSR).</p> <p>(h) uses <i>Paired Reading</i> to provide practice in oral reading. This can be a reading pair between a student with an adult or a student with another student. One person in the pair must be able to model good reading fluency.</p> <p>3. (a) models and guides students to read orally emphasizing phrases and logical groups of words.</p> <p>(b) encourages students to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help.</p> <p>4. (a) uses <i>word wall</i> games (e.g., Guess My Word?, Word Lotto).</p> <p>(b) has students make a word chain (strips of words on construction paper which have been linked together in a chain) using words from a text or vocabulary from content area. The teacher rehearses the words on the chain with the students and encourages the students to practice the words independently or in pairs.</p> <p>5. (a) has students read one paragraph from a science or social studies text and one paragraph from a <i>narrative text</i> and compare how they adjust their reading rate accordingly. Discuss why this adjustment was necessary. Do the same procedure with all text types.</p> <p>(b) models for students how she/he will reread slower(faster) when necessary to obtain meaning.</p> <p>(c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate.</p>
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Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (*narrative, expository, technical, persuasive*). Have students create a chart describing how they adjusted their own reading rate for each type of text.

d) uses *Directed Reading and Thinking Activity (DRTA)* with student breaking a passage into smaller parts to slow reading rate in order to comprehend text. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their predictions into statements as they gather further information.

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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

<p>5. ▲ determines meaning of words through knowledge of word structure (e.g., <i>compound nouns</i>, contractions, ▲<i>root words</i>, ▲<i>prefixes</i>, ▲<i>suffixes</i>).</p> <p>6. identifies the difference between literal and <i>figurative language</i> when reading <i>similes</i>, <i>metaphors</i>, and <i>idioms</i>.</p>	<p>vocabulary words from a text or from the science or social studies vocabulary list. The teacher instructs the students to write one vocabulary word on a card and the definition on another card (this procedure will be completed for each word and definition). The students use these cards for study guides and to play match up, or memory.</p> <p>(d) guides the students to use a <i>graphic organizer</i>.</p> <p>5. (a) models using strategies to decode multi-syllabic words using the structural features of such word parts as affixes (e.g., pre-, mis-, and -tion) to aid in word recognition.</p> <p>(b) relies on examples more than abstract rules. The teacher begins with familiar words and uses these words as examples for more difficult words.</p> <p>(c) lists similar words and asks students to identify what the words have in common.</p> <p>(d) the teacher will write words with a root and an affix (e.g. teacher, kindness, friendly) onto a piece of colored paper. The teacher will divide the class into small cooperative groups. The teacher will ask the groups to identify either the root or the <i>affix</i>. After the group decides upon the answer, a student from the group will race to write the answer on the board. The student finished writing will receive a point for his/her team for finishing to write the correct answer first.</p> <p>6. (a) has students draw pictures of the literal meaning of the <i>idioms</i> and the inferential meaning.</p> <p>(b) reads books with <i>figurative language</i> and discusses the meaning of the <i>figurative language</i> and why the author chose to use it.</p> <p>(c) teacher explains to students that metaphors are often identified by the words “like a” and explains that metaphors are compared to information that is already know about a topic and new information.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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Teacher Notes:

Standard 1: Reading

THIRD GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. recognizes the differences between <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts. 3. uses prior knowledge and content to make, revise, and confirm predictions. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) reads two sections to the class, one <i>narrative</i> and one <i>expository</i> regarding a specific <i>topic/concept</i>. Students discuss the differences between the texts in cooperative group, then, share their ideas with the class. (b) provides samples of different text types. Students analyze the author's purpose in writing the text. 2. (a) <i>in science class, using the science text book, has students look through the science text book chapters, reading only the headings, the first and last sentences of paragraphs, and graphic captions. In small groups, students discuss what they think they will learn from reading the chapter. As a class, students discuss small group findings, compare results, and reinforce the importance of specific text organizers.</i> (b) and students look at the table of contents and discuss where in the book the student might find an answer to a question. (c) <i>explains to students that chapters in science class contain many text features, such as boldface type, pictures/illustrations, etc.</i> 3. (a) has the students identify the clues the author has given in the title, pictures, book summary, etc. to make predictions about the text. (b) has the students make text-to-self and text-to-text connections. (c) guides students during reading to use the text to identify key elements and how they can be used to make predictions. (d) directs the students to evaluate their own predictions after reading the entire text.

<p>4. generates and responds logically to literal, inferential, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲ uses information from the text to make inferences and draw conclusions.</p>	<p>(e) directs students to explain the reasoning behind their predictions. A <i>T-Chart</i> could be used.</p> <p>(f) uses <i>graphic organizers</i> such as KWL and prediction maps.</p> <p>(g) encourages collaborative reading with the students. The teacher randomly selects a student to pick out a story book. The teacher asks the students to predict what will happen in the story based on the title. The teacher reads the story using proper intonation and rate. After a few pages, the students are encouraged to read out loud and follow along with the story. As the story progresses, the teacher encourages prediction by asking the students, “What do you think will happen next?” “Do you agree with what the character did?” The students read the story several times with the teacher. Once the students are familiar and comfortable with the story, the students are encouraged to read the story alone. At this time, the teacher prompts the students, if help is necessary.</p> <p>(h) leads the students in a discussion through a story about using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will have happening in the story. The teacher and students discuss the responses.</p> <p>4. (a) models <i>self-questioning</i> while reading aloud to the students.</p> <p>(b) has students read a short amount of text and create two questions that target higher level thinking about the text. Then, continue to read to look for clues and the answers to their questions.</p> <p>(c) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>5. (a) will model the use of a graphic organizer containing two large circles at the top of the page and a rectangle at the bottom (Labels in the circles are: In My Head, In The Text and in the rectangle, Conclusions.). The teacher prepares written checks for the students</p>
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6. ▲ identifies text structure (e.g., ▲ *sequence*, ▲ *problem-solution*, *comparison-contrast*, *description*, *cause-effect*).

that are related to a story. The checks are written in sequential order for students to draw conclusions based on the clues they gather from the information on the checks. The teacher provides the students with copies of the checks as he/she reviews the checks on the overhead. The students will write what they predict is the conclusion in the Conclusion rectangle as they read the checks. The students must be allowed to change their answers as new checks and clues are introduced. The students write inferences drawn from the checks onto the circle labeled In My Head. Then the teacher reads the story to the students. The teacher will have the students complete the circle labeled In The Text using information directly stated in the text.

(b) draws a two-column note form headed "quote from text" and "inferences". Teacher records brief quotes from story and students discuss and record what inferences might come from each quote. A similar chart can be developed using pictures from the text and inferences from the pictures.

(c) models using two-column note form with *expository text* (e.g., science textbook) by labeling the first column "Facts-Something We Can Observe" and the second column "inferences-Interpretations". Students are encouraged to visualize information provided by the text and the base their interpretations and inferences on those visualizations.

6. (a) uses a **Venn Diagram** to show in graphic form how an author compares and contrasts information in the text.

(b) uses a story board *graphic organizer* to help students sequence story events in chronological order.

(c) has the class or cooperative groups discuss the similarities and differences in the text.

(d) models use of **causal chains**.

(e) models for students how to synthesize similar and contrasting information in the text to themselves, other texts, and world around them.

<p>7. sequences events and information in logical order.</p>	<p>(f) leads students to compare/contrast different versions of the same fairy tale, similar stories, and/or texts covering the same <i>topic</i>.</p> <p>(g) models use of literary element maps.</p> <p>(h) will have students model clear examples of each text structure.</p> <p>(i) during social studies, uses the weather chart previously developed, to discuss how weather;/seasonal changes affect clothing, housing, and/or outdoor recreational choices. The teacher asks students to write a brief account of what choices they would personally make if and when they have to respond to these types of weather/seasonal changes.</p> <p>(j) in science, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.</p> <p>7. (a) cuts apart paragraphs in a short section and has the students work in pairs or small groups to put them in a logical order.</p> <p>(b) cuts apart sentences and has students work in pairs putting the sentences in logical sequence.</p> <p>(c) models use of story maps with students.</p> <p>(d) divides a story into sections (beginning, middle, end) and distributes the sections after dividing the class into three groups. The students from each group practices reading their section and illustrates their interpretation of the section of the story they have been given. Then the students from the first group reads the beginning part of the story and the other groups illustrate their interpretation as the section is being read. The students from the second group read the middle part of the story and the other groups illustrate their interpretation as the section is being read. The students from the third group read the ending of the story and the other groups illustrate their interpretation as the section is being read. Once this has been completed, the teacher displays the drawings around the classroom and reads the entire story to the students. The teacher</p>
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<p>8. ▲ compares and contrasts information (e.g., <i>topics</i>, characters) in a text.</p> <p>9. ▲ links causes and effects in appropriate-level <i>narrative</i> and <i>expository</i> texts.</p>	<p>has the students discuss their pictures and how their illustrations match the story.</p> <p>(e) during social studies class, has the students brainstorm to make a chart listing the essential elements of a human environment, with a similar chart of plants and another for animals. Compare the common elements. Students draw a successful habitat for humans, plants, and animals incorporating common elements.</p> <p>8. (a) uses character webs with the students to describe <i>characters'</i> action, feelings, and physical characteristics. Students use the web to compare and contrast the characters and then write thoughts/opinions of the <i>characters</i> and connections to other <i>characters/people</i> that they know.</p> <p>(b) draws a three-column note form and has students in science class brainstorm essential elements of the environment for humans, plants, and animals and record them in the appropriate column. Students then compare the common elements.</p> <p>9. (a) emphasizes terminology such as "because...", "therefore...", "so..." in all content areas.</p> <p>(b) uses the <i>cause and effect tree graphic organizer</i> to show that one cause can have more than one effect.</p> <p>(c) models and then directs students to highlight the cause in one color and the effect in another color on a portion of copied text.</p> <p>(d) leads the students in completing a causal chain with cause/effect lines between attempts</p> <p>(e) guides students to generate role-playing scenarios depicting the cause/effect relationships within the text.</p> <p>(f) provides opportunities for students to explicitly use mental imagery to describe cause/effect relationship within the text.</p> <p>(g) uses "Because -So" graphic organizers.</p>
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<p>10. ▲ retells <i>main ideas</i> or events as well as supporting details in <i>narrative</i> and <i>expository</i> texts.</p>	<p>10. (a) models how to determine the <i>main idea</i> by using text in which the <i>main idea</i> is clear and follows a logical order. Then, progresses to more complex text.</p> <p>(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.</p> <p>(b) uses <i>graphic organizers</i> that highlight significant details to determine <i>main idea</i>.</p> <p>(b) has students complete a <i>graphic organizer</i> that identifies the <i>main idea</i> and supporting details, then has students retell the story using the <i>graphic organizer</i>.</p> <p>(d) and students determines the main idea by using text in which the main idea is clear and follows a logical order and highlight significant details which support the main idea.</p>
<p>11. ▲ identifies the <i>topic</i>, <i>main idea(s)</i>, and supporting details in appropriate-level texts.</p>	<p>11. (a) gives students a <i>main idea</i> and have them generate details that support the <i>main idea</i>.</p> <p>(b) organizes students in cooperative groups to complete a story map outlining the <i>main idea</i> of the story and providing supporting details. Students then explain why they chose that for <i>main idea</i> and the supporting details.</p> <p>(c) provides students with the <i>main idea</i> of an <i>expository text</i>. Students read the text to find supporting details that go with the <i>main idea</i>. This task can also be reversed by giving students the details and instructing students to create the <i>main idea</i> statement.</p> <p>(c) models use of a <i>fishbone graphic organizer</i> to record <i>main idea</i> and supporting details in <i>expository text</i>.</p>
<p>12. explains the <i>author's purpose</i> (e.g., to persuade, to entertain, to inform).</p>	<p>12. (a) models thinking about author's purpose in the following two ways: (1). Pre-reading: author's purpose (e.g., to persuade, to entertain, to inform) is related to the type; (2). Post-reading: author's purpose is related to the <i>main ideas</i> of the text.</p>
<p>13. establishes a purpose for reading or listening (e.g., to be informed,</p>	<p>13. (a) emphasizes "before" reading strategies throughout the day in all</p>

<p>to follow directions, to be entertained).</p> <p>14. distinguishes between fact and opinion in various texts.</p>	<p>content areas.</p> <p>(b) connects prior knowledge skills and strategies with new context and text.</p> <p>(c) instructs using the Directed Reading Activity (DRA). Discusses the subject with the students to gather prior knowledge, to introduce new vocabulary, and to discuss the purpose for reading.</p> <p>14. (a) will divide the students into groups. Each group will be given two signs (fact, opinion). The teacher will read a statement. Each group will hold up either the fact or opinion card. This can also be applied to a story the students have read. Statements from the story will be read by the teacher and each group determines if it is a fact or opinion.</p> <p>(b) in science, explains that facts and opinions are represented. Facts are what is observed and opinion is a personal view about your interpretation regarding what is being observed.</p> <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

3. identifies *plot* sequence.

their interpretation of the *setting* and share their drawing with the class.

(d) models story mapping.

3. (a) uses a "*Rising Action*" story map to visually show the progression of the *plot*.

(b) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas.

(c) provides opportunities for the students to role-play the conflicts or problems in a story.

(d) directs students to refer back to the text to confirm their responses to the conflicts or problems in a story.

(e) models story mapping.

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Teacher Notes:

Standard 2: Literature

THIRD GRADE

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Third Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. reads to connect personal experiences and ideas with those of other cultures in literature. 2. compares and contrasts various languages, traditions, and cultures found in literature. 3. makes connections between specific aspects of literature from a variety of cultures and personal experiences. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) reads a multi-cultural story and has students identify traditional customs from the culture. Students complete a Venn Diagram comparing the customs in the text with their own. (b) during social studies, uses story mapping to map out the story of a historically significant person's life. 2. (a) provides a variety of text, multi-media and internet sources for students to use to identify customs from different cultures. 3. (a) engages the students in a discussion involving their personal experiences in relationship to the customs of the cultures in the social studies text. The students record their experiences in a <i>double-entry journal</i>. <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>
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