

Course/Grade Level: Third Grade Reading Curriculum

Focus: Students will use vocabulary, comprehension, and literary concepts to read, interpret, and comprehend grade level text independently. Students transition from learning to read to reading for purpose.

R.3.1 Students will apply word decoding skills.

Students will...

- R.3.1.1 use decoding skills that include knowledge of phonetics and structural analysis when reading unknown words. (3.1.1.1)
- R.3.1.2 decode prefixes for new words.
- R.3.1.3 decode suffixes for new words.
- R.3.1.4 apply syllabication rules for new words.
- R.3.1.5 apply spelling rules for word endings (e.g., words ending in y, single consonants at the end of words, silent e).

R.3.2 Students will demonstrate fluency in reading grade level text.

Students will...

- R.3.2.1 use knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, *italics*, *graphics*, *hyphens*) to read fluently at *instructional or independent reading levels*. (3.1.2.1)
- R.3.2.2 read expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*. (3.1.2.2)
 - Instructional Examples:
 - model echo reading.
 - allow time for Sustained Silent Reading (SSR).
 - use Paired Reading to provide practice in oral reading.
- R.3.2.3 use knowledge of sentence structure to read fluently at *instructional or independent reading levels*. (3.1.2.3)
- R.3.2.4 use a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently. (3.1.2.4)
 - Instructional Examples:
 - use *word wall* games.
 - have students make word chains.
- R.3.2.5 adjust reading rate to support comprehension when reading *narrative, expository, and technical texts*. (3.1.2.5)

Instructional Example: model for students how to read slower or faster to obtain meaning.

R.3.3 Students will apply vocabulary skills to reading.

Students will...

R.3.3.1 ▲ determine the meaning of unknown words or phrases using *context clues* (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. (3.1.3.2)

R.3.3.2 ▲ determine meaning of words through knowledge of word structure (e.g., *compound nouns*, contractions, ▲ root words, ▲ prefixes, ▲ suffixes). (3.1.3.5)

Prefixes: mis-, pre-, pro-, re-, un-

Suffixes: -ed, -er, -est, -ing, -ly

R.3.3.3 recognize and read the first 300 Instant Words. (see appendix)

R.3.3.4 utilize grade level vocabulary words.

Instructional Examples:

- use word walls or word journals.
- encourage students to expand word choice in writing.
- write several sight words onto brightly colored shapes and post them near the door. Each time the students line up to leave the room review the selected sight words with them. Once the words have been mastered, ask students to use the words in sentences.

R.3.4 Students will develop and expand vocabulary skills.

Students will...

R.3.4.1 identify and use *synonyms*, *antonyms*, and *homophones* to determine the meaning of words. (3.1.3.3)

R.3.4.2 use a dictionary or a glossary to determine an appropriate definition of a word. (3.1.3.4)

R.3.4.3 identify the differences between literal and figurative language when reading similes, metaphors, and idioms. (3.1.3.6)

Instructional Examples:

- have students listen to a reading of a text. Then, the students replace previously selected words with *antonyms* and discuss how it changed the meaning of the text.
- have students draw pictures of the literal meaning of the *idioms* and the inferential meaning.

R.3.5 Students will read and comprehend text at grade level.

Students will...

- R.3.5.1 ▲ understand 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. (3.1.4.2)
- R.3.5.2 ▲ use information from the text to make inferences and draw conclusions. (3.1.4.5)
- R.3.5.3 ▲ identify text structure (e.g., ▲ *sequence*, ▲ problem solution, comparison-contrast, description, cause-effect). (3.1.4.6)
- Instructional Example: use appropriate text to emphasize signal words. Suggested signal words: next, finally, because, since, nevertheless, accordingly, therefore.
- R.3.5.4 ▲ compare and contrast information (e.g., *topics*, characters) in a text. (3.1.4.8)
- R.3.5.5 ▲ link causes and effects in appropriate-level *narrative and expository texts*. (3.1.4.9)
- R.3.5.6 ▲ retell *main ideas* or events as well as supporting details in *narrative* and *expository* texts. (3.1.4.10)
- R.3.5.7 ▲ identify the *topic*, *main idea(s)*, and supporting details in appropriate-level texts. (3.1.4.11)
- R.3.5.8 distinguish between fact and opinion in various texts. (3.1.4.14)
- R.3.5.9 distinguish between important and unimportant information in appropriate level texts.
- R.3.5.10 use prior knowledge to make predictions in grade level texts.

Instructional Examples:

- direct students using *graphic organizers*.
- divide a story into sections (beginning, middle, end) and distribute the sections after dividing the class into three groups. The students from each group practice reading their sections and illustrate their interpretations of the section of the story they have been given. Then the students from the first group read the beginning part of the story and the other groups illustrate their interpretations 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 interpretations as the section is being read. The students from the third group read the ending of the story and the other groups illustrate their interpretations as the section is being read. Once this has been completed, display the drawings around the classroom and read the entire story to the students. Ask the students to discuss their pictures and how their illustrations match the story.

R.3.6 Students will use literary concept to interpret and respond to a variety of types of text at grade level.

Students will...

- R.3.6.1 ▲ identify and describe characters' physical traits, basic personality traits, and actions. (3.2.1.1)
- R.3.6.2 ▲ identify and describe the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text. (3.2.1.2)
- R.3.6.3 identify the author's purpose (e.g., to persuade, to entertain, to inform). (3.1.4.12)
- R.3.6.4 read to connect personal experiences and ideas with those of other cultures in literature. (3.2.2.1)
- R.3.6.5 compare and contrast various languages, traditions, and cultures found in literature. (3.2.2.2)