Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Strategies are needed to make meaning of various types of literary genres

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RL.3.1) ii. Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting) iii. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (CCSS: RL.3.2) iv. Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays v. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS: RL.3.3) b. Use Craft and Structure to: i. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS: RL.3.4) ii. Use signal words (such as before, after, next) and text structure (narrative, chronology) to determine the sequence of major events iii. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS: RL.3.5) iv. Distinguish their own point of view from that of the narrator or those of the characters. (CCSS: RL.3.6) c. Use Integration of Knowledge and Ideas to: i. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (CCSS: RL.3.7) ii. Summarize central ideas and important details from literary text iii. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (CCSS: RL.3.9) d. Use Range of Reading and Complexity of Text to: i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RL.3.10) e. Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation	**Inquiry Questions:** 1. How do readers use different reading strategies to better understand a variety of texts? 2. How is accuracy in reading like accuracy in mathematics? 3. What would reading be like if readers had no signal words to assist them? 4. What was one prediction that you made that changed after you read the text? **Relevance and Application:** 1. The skills used in reading comprehension transfer to readers' ability to understand and interpret information. 2. Poets give readers literature with specific structure for styled meaning. 3. School plays require a plot and settings to be interesting. 4. Publishing podcasts online provide an authentic audience for students to help them in practicing fluency. **Nature of Reading, Writing, and Communicating:** 1. Using what they know about phrasing and punctuation helps readers read proficiently and get more meaning from a text. 2. Reading helps people understand themselves and makes connections to the world.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. Comprehension strategies are necessary when reading informational or persuasive text

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Use Key Ideas and Details to: i. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS: RI.3.1) ii. Determine the main idea of a text; recount the key details and explain how they support the main idea. (CCSS: RI.3.2) iii. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (CCSS: RI.3.3) b. Use Craft and Structure to: i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*. (CCSS: RI.3.4) ii. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS: RI.3.5) iii. Distinguish their own point of view from that of the author of a text. (CCSS: RI.3.6) iv. Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships c. Use Integration of Knowledge and Ideas to: i. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (CCSS: RI.3.7) ii. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (CCSS: RI.3.8) iii. Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS: RI.3.9) d. Use Range of Reading and Complexity of Text to: i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. (CCSS: RI.3.10) ii. Adjust reading rate according to type of text and purpose for reading.	**Inquiry Questions:** 1. How do readers use different reading strategies to better understand a variety of texts (science, social studies, nonfiction)? 2. Looking at our list of comprehension strategies, which one supported your thinking the most as you read this genre today (e.g., I used monitoring because this text had many details and technical terms.)? 3. How does cause and effect work in people's lives? 4. When does punctuation change the entire meaning of a sentence? **Relevance and Application:** 1. The skills used in reading comprehension transfers to readers' ability to understand and interpret events. 2. Throughout life, people will be asked to retell or recount events that have occurred. 3. Signal words are used to assist readers in describing key events. 4. Summarizing is a life skill that will be used every day as people read, express opinions about a topic, or retell an event. 5. Readers must organize details from informational text as they read (using a graphic organizer, two-column notes, outline, etc.). 6. Reading and preparing for commenting on classroom blogs gives students practice in locating information to support opinions make predictions and draw conclusions. **Nature of Reading, Writing, and Communicating:** 1. Readers read for enjoyment and information. 2. Reading helps people understand themselves and make connections to the world. 3. Readers use comprehension strategies automatically without thinking about using them.

Content Area: Reading, Writing, and Communicating
Standard: 2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Grade Level Expectation: Third Grade

Concepts and skills students master:

3. Increasing word understanding, word use, and word relationships increases vocabulary

Evidence Outcomes	**21st Century Skills and Readiness Competencies**
Students can: a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.3.3) i. Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS: RF.3.3a) ii. Decode words with common Latin suffixes. (CCSS: RF.3.3b) iii. Decode multisyllable words. (CCSS: RF.3.3c) iv. Read grade-appropriate irregularly spelled words. (CCSS: RF.3.3d) b. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.3.4) i. Read grade-level text with purpose and understanding. (CCSS.3.4a) ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS.3.4b) iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.3.4c) c. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. (CCSS: L.3.4) i. Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.3.4a) ii. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (CCSS: L.3.4b) iii. Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. iv. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). (CCSS: L.3.4c) v. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS: L.3.4d) d. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.3.5) i. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). (CCSS: L.3.5a) ii. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). (CCSS: L.3.5b) iii. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). (CCSS: L.3.5c) e. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (CCSS: L.3.6)	**Inquiry Questions:** 1. How do prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word (happy, happiness; help, helpful)? 2. How are prefixes and suffixes useful in oral and written communication? 3. How are prefixes and suffixes similar? How are they different? **Relevance and Application:** 1. Readers recognize common words that do not fit regular spelling patterns. (TV and magazines use common words that do not fit regular spelling patterns.) 2. The spelling of a base word can change when adding suffixes (hop, hopping; hope, hoping). 3. Decoding words is a skill that is useful throughout life. 4. Animated graphic organizers can assist with the task of word categorization. **Nature of Reading, Writing, and Communicating:** 1. Readers use phonemes, graphemes (letters), and morphemes (suffixes, prefixes) in an alphabetic language. 2. Readers can decode words with ease and notice if words have a prefix or suffix and simply see the base word.

Content Area: Reading, Writing, and Communicating
Standard: 3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Grade Level Expectation: Third Grade

Concepts and skills students master:

2. A writing process is used to plan, draft, and write a variety of informational texts

Evidence Outcomes

Students can:

a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.3.2)

i. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (CCSS: W.3.2a)

ii. State main ideas and include sufficient details or facts for appropriate depth of information (naming, describing, explaining, comparing, use of visual images)

iii. Develop the topic with facts, definitions, and details. (CCSS: W.3.2b)

iv. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (CCSS: W.3c)

v. Provide a concluding statement or section. (CCSS: W.3.2d)

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. How do transitions support fluent writing?
2. Why is it necessary to connect ideas when writing?
3. How do authors know what information is accurate?
4. How do authors know what information is credible?
5. Why would it be important for authors to label illustrations, photos, graphs, charts, or other media?
6. What forms of writing assist writers in sharing information?

Relevance and Application:

1. Reporters and journalists will sometimes write about one topic from different points of view.
2. Today there is so much information; people need skills to help them sort the information and make sense of it so it can be useful.

Nature of Reading, Writing, and Communicating:

1. Writers can describe events or people fluently.
2. Writers summarize information by using only the important details.

Content Area: Reading, Writing, and Communicating
Standard: 4. Research and Reasoning

Prepared Graduates:

- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues

Grade Level Expectation: Third Grade

Concepts and skills students master:

1. Researching a topic and sharing findings are often done with others

Evidence Outcomes	21st Century Skills and Readiness Competencies
Students can: a. Conduct short research projects that build knowledge about a topic. (CCSS: W.3.7) b. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS: W.3.8) c. Interpret and communicate the information learned by developing a brief summary with supporting details d. Develop supporting visual information (charts, maps, illustrations, models) e. Present a brief report of the research findings to an audience	**Inquiry Questions:** 1. What if research was always done alone? 2. Why are visuals part of social studies, science, and other textbooks? 3. Why is summarizing an important skill for all in a group? **Relevance and Application:** 1. People who build bridges and buildings work together to research and share ideas. 2. Sports teams work together to discover the other teams' weaknesses. 3. The members of a play recognize and present information using visuals and narrative tone. 4. Researchers summarize information about a topic using reference materials. 5. Researchers organize and present information using visuals and narrative. 6. Compare and contrast Wikipedia with the content in library encyclopedia and resources. 7. Using a collaborative online tool to share your work with others **Nature of Reading, Writing, and Communicating:** 1. Researchers scan visuals before they read text to help them focus their thinking. 2. Researchers summarize information from different resources. 3. Researchers look for evidence or supporting details to prepare for questions that others may ask after their presentation or during discussion.