

Third Grade Reading Curriculum

First Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.2	Student will read high frequency words and abbreviations of proper nouns such as Dr., Mr., Mrs., Miss.	Word Wall Guided Reading		
1.1.5	Student will self-monitor and self-correct while reading (e.g. sounding words out, adjusting reading pace).	Guided Reading Independent Reading		
1.2.1 KPBSD	Student will locate information explicitly stated in narrative and informational text to answer literal -comprehension questions.	Graphic Organizer "SQRR" Survey- what is text about? Question- write questions Read- to find answer Review- information		
KPBSD	Student will describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.			
KPBSD	Student will in informational text determine the main idea of a text; recount the key details and explain how they support the main idea.			
KPBSD	Student will use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.			
1.6.2	Student will identify the sequence of steps in simple directions.			

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Second Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.1.1	Students will use decoding skills to read regularly spelled multisyllabic words (3 syllable) using word structure (root or base word).	Model how to identify base word by covering up prefixes & suffixes using Think Aloud		
KPBSD	Student will use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i> , <i>companion</i>)			
1.1.1	Student will use decoding skills to read multisyllabic words using language structure (word order, grammar).	Phonics Decoding Strategy – Does it make sense?		
1.1.4 KPBSD	Student will identify words by using context clues (e.g. “canoe” in a story about fishing).	Use prior knowledge & picture cues to determine if decoded word makes sense		
KPBSD	Student will 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)			
1.11.1	Student will identify cultural influences in texts (e.g., dialects, customs, and traditions).	Read Alouds, Guided & Independent Reading		
KPBSD	Student will identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)			
KPBSD	Student will 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)			

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Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
1.3.1	Student will read orally with rhythm flow and expression showing understanding of punctuation and other conventions of print.	Guided Reading		
1.2.4	Student will draw conclusions based on information presented in the text (e.g., cause and effect, character motivation).	Reflection questions – What happens?(effect) Why? (cause)		
KPBSD	Student will 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)			
KPBSD	Student will 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.			
KPBSD	Student will in information text compare and contrast the most important points and key details presented in two texts on the same topic.			
KPBSD	Student will distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>)			

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Fourth Quarter

Standard	Essential Skill	Sample Teaching Strategy/Possible Integration	Resources and Text:	Assessment
KPBSD	Student will distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>)			
KPBSD	Students will read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Guided Reading, Independent Reading		Aimsweb probe
KPBSD	Student will 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)			
KPBSD	Student will in informational text distinguish their own point of view from that of the author of a text.			
KPBSD	Student will distinguish their own point of view from that of the narrator or those of the characters.			
KPBSD	Student will refer to parts of the 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			