

Bethlehem Lutheran School
Reading/Literature Third Grade (revised 6/11)

The philosophy of the reading program is to involve each student in a learning program which blends good reading strategies, phonics skills, and a balanced variety of literacy form that capitalizes on reading interests in recognition of the needs for fluent reading and comprehension in our daily lives. Further, the curriculum will provide the child with meaningful and effective communication skills for use in a God-pleasing lifestyle.

State Standard 1

Oral Expression and Listening

State Sub Standard 1

Oral communication is used both informally and formally.

Classroom Objectives

- 1.1.1 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details, speaking at an understandable pace.
- 1.1.2 Distinguish different levels of formality.
- 1.1.3 Speak clearly, using appropriate volume and pitch for the purpose and audience.
- 1.1.4 Select and organize ideas sequentially or around major points of information that relate to the formality of the audience.
- 1.1.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 1.1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- 1.1.7 Use grammatically correct language for the audience and specific vocabulary to communicate ideas and supporting details.

State Sub Standard 2

Successful group activities need the cooperation of everyone.

Classroom Objectives

- 1.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly, building on others' ideas and expressing their own clearly.
 - 1.2.1-a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - 1.2.1-b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - 1.2.1-c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - 1.2.1-d Explain their own ideas and understanding in light of the discussion.
 - 1.2.1-e Use eye contact, volume, and tone appropriate to audience and purpose.

- 1.2.1-f Use different types of complete sentences to share information, give directions, or request information.
- 1.2.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.
- 1.2.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

State Standard 2

Reading for All Purposes

State Sub Standard 1

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

Classroom Objectives

- 2.1.1 Use key ideas and details to:
 - 2.1.1-a Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 2.1.1-b Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).
 - 2.1.1-c Recount stories, including fables, folktales, and myths from diverse cultures; determine the central messages, lesson, or moral and explain how it is conveyed through key details in the text.
 - 2.1.1-d Describe and draw inferences about the elements of plot, character, and setting in literary pieces, poems, and plays.

- 2.1.1-e Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

2.1.2 Use craft and structure to:

- 2.1.2-a Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 2.1.2-b Use signal words (e.g., before, after, next) and text structure (narrative, chronology) to determine the sequence of major events.
- 2.1.2-c Refer to parts of stories, dramas, and poems when writing or speaking about text, using terms such as chapter, scene, stanza, alliteration, meter, onomatopoeia, repetition, rhyme, rhythm, sensory language, and symbolism; describe how each successive part builds on earlier sections.
- 2.1.2-d Distinguish their own point of view from that of the narrator or those of the characters.
- 2.1.2-e Identify text features.*

2.1.3 Use integration of knowledge and ideas to:

- 2.1.3-a 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).
- 2.1.3-b Summarize central ideas and important details from literary text.
- 2.1.3-c 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).
- 2.1.3-d Build background.

2.1.4 Use range of reading and complexity of text to:

- 2.1.4-a By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the

high end of grades 2-3 text complexity band independently and proficiently.

- 2.1.5 Read grade level text accurately and fluently, attending 2-3 text complexity band independently.

State Sub Standard 2

Comprehension strategies are necessary when reading informational or persuasive text.

Classroom Objectives

- 2.2.1 Use key ideas and details to:
- 2.2.1-a Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 - 2.2.1-b Determine the main idea of a text; recount the key details and explain how they support the main idea.
 - 2.2.1-c 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.
- 2.2.2 Use craft and structure to:
- 2.2.2-a Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 - 2.2.2-b Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
 - 2.2.2-c Distinguish their own point of view from that of the author of a text.
 - 2.2.2-d Use semantic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships.

- 2.2.3 Use integration of knowledge and ideas to:

- 2.2.3-a 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).
- 2.2.3-b Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 2.2.3-c Compare and contrast the most important points and key details presented in two texts on the same topic.

- 2.2.4 Use range of reading and complexity of text to:

- 2.2.4-a 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.
- 2.2.4-b Adjust reading rate according to type of text and purpose for reading.

State Sub Standard 3

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

Classroom Objectives

- 2.3.1 Know and apply grade-level phonics and word analysis in decoding words.
- 2.3.1-a Identify and know the meanings of the most common prefixes and derivational suffixes.
 - 2.3.1-b Decode words with common Latin suffixes.
 - 2.3.1-c Decode multi-syllable words.

- 2.3.1-d Read grade-appropriate irregularly spelled words.
- 2.3.1-e Identify compound words.*
- 2.3.1-f Identify syllables: patterns, rules, accented, stressed, closed, open.
- 2.3.1-g Identify word endings –er, -est.
- 2.3.1-h Denotation and connotation.
- 2.3.1-i Identify word families.
- 2.3.1-j Identify inflectional endings.
- 2.3.1-k Identify homographs.
- 2.3.1-m Identify idioms.
- 2.3.1-n Use analogies.
- 2.3.2 Read with sufficient accuracy and fluency to support comprehension.
 - 2.3.2-a Read grade-level text with purpose and understanding.
 - 2.3.2-b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - 2.3.2-c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- 2.3.3 Determine or clarify the meaning of unknown and multiple-meaning word phrases based on grade 3 reading and content, choosing flexibility from a range of strategies.
 - 2.3.3-a Use sentence-level context as a clue to the meaning of a word or phrase.
 - 2.3.3-b 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).

- 2.3.3-c Use knowledge of word relationship to identify antonyms or synonyms to clarify meaning.
- 2.3.3-d Use a known root word as a clue to the meaning of an unknown word with the same root (eg., company, companion).
- 2.3.3-e Use glossaries, thesaurus or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 2.3.3-f Classify and categorize words.*
- 2.3.3-g Identify salient features of vocabulary.*
- 2.3.4 Demonstrate understanding of figurative language, word relationships and nuance in word meanings.
 - 2.3.4-a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).
 - 2.3.4-b Identify real-life connections between words and their use (e.g., describe people who are agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - 2.3.4-c Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.*
 - 2.3.4-d Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company/companion).
 - 2.3.4-e Use glossaries, thesaurus or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
 - 2.3.4-f Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 2.3.5 Students will 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., or helpful).

- 2.3.6 Students will recognize prefixes (un-, re-) and suffixes (-ness, -ful) change the meaning of a word.
- 2.3.7 Students will recognize prefixes and suffixes useful in oral and written communication.
- 2.3.8 Students will recognize prefixes and suffixes similar or different.
- 2.3.9 Readers will recognize common words that do not fit regular spelling patterns (e.g., TV and magazines use common words that do not fit regular spelling patterns).
- 2.3.10 Students will know the spelling of a base can change when adding suffixes (hop, hopping; hope, hoping).
- 2.3.11 Students will learn that decoding words is a skill that is useful throughout life.
- 2.3.12 Student will use animated graphic organizes with the task of word categorization.
- 2.3.13 Readers will use phonemes, graphemes (letters, and morphemes (suffixes, prefixes) in an alphabetic language.
- 2.3.14 Readers will decode words with ease and notice.

State Standard 3

Writing and Composition

State Sub Standard 1

A writing process is used to plan, draft, and write a variety of literary genres.

Classroom Objectives

- 3.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

- 3.1.1-a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- 3.1.1-b Provide reasons that support the opinion.
- 3.1.1-c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- 3.1.1-d Provide a concluding statement or section.
- 3.1.1-e Brainstorm ideas for writing.
- 3.1.1-f Write responses to literature.*

- 3.1.2 Write narratives to develop real or imagined experience or events using effective technique, descriptive details, and clear event sequences.

- 3.1.2-a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- 3.1.2-b Use dialogue and descriptions of actions, thoughts, and feeling to develop experience and events or show the response of characters to situations.
- 3.1.2-c Use temporal words and phrases to signal event order.
- 3.1.2-d Provide a sense of closure.

- 3.1.3 Write descriptive poems using figurative language, since, for example, to connect opinion and reasons.

State Sub Standard 2

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

Classroom Objectives

- 3.2.1 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - 3.2.1-a Introduce a topic and group related information together; include illustrations when useful aiding comprehension.
 - 3.2.1-b State main ideas and include sufficient details or facts appropriate depth of information (naming, describing, explaining, comparing, use of visual images).
 - 3.2.1-c Develop the topic with facts definitions, and details.
 - 3.2.1-d Use linking words and phrases (e.g., also, another, and. More, but) to connect ideas within categories of information.
 - 3.2.1-e Provide a concluding statement or section.

State Sub Standard 3

Correct grammar, capitalization, punctuation, and spelling are used when writing.

- 3.3.1 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3.3.2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3.3.3 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- 3.3.4 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 3.3.4-a Choose words and phrases for effect.
 - 3.3.4-b Recognize and observe differences between the conventions of spoken and written Standard English.

- 3.3.5 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - 3.3.5-a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - 3.3.5-b Form and use regular and irregular plural nouns.
 - 3.3.5-c Use abstract nouns (e.g., *childhood*).
 - 3.3.5-d Form and use regular and irregular verbs.
 - 3.3.5-e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
 - 3.3.5-f Ensure subject-verb and pronoun-antecedent agreement.
 - 3.3.5-g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - 3.3.5-h Use coordinating and subordinating conjunctions.
 - 3.3.5-i Produce simple, compound, and complex sentences.
 - 3.3.5-j Vary sentence beginnings, and use long and short sentences to create sentence fluency in longer texts.
- 3.3.6 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 3.3.6-a Capitalize appropriate words in titles.

- 3.3.6-b Use commas in addresses.
- 3.3.6-c Use commas and quotation marks in dialogue.
- 3.3.6-d Form and use possessives.
- 3.3.6-e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- 3.3.6-f Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts, contractions) in writing words.
- 3.3.6-h Use alphabetical order in accessing reference materials.

State Standard 4

Research and Reasoning

State Sub Standard 1

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

Classroom Objectives

- 4.1.1 Conduct short research projects that build knowledge about a topic.
- 4.1.2 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 4.1.3 Interpret and communicate the information learned by developing a brief summary with supporting details.

- 4.1.4 Develop supporting visual information (charts, maps, illustrations, models).
- 4.1.5 Present a brief report of the research findings to an audience.

State Sub Standard 2

Inferences and points of view exist.

Classroom Objectives

- 4.2.1 Recognize that different sources may have different points of view.
- 4.2.2 Assess points of view using fairness, relevance, and bias.
- 4.2.3 Determine the clarity, relevance, and accuracy of information.
- 4.2.4 Recognize that all thinking contains inferences from which we draw conclusions and give meaning to data and situations.
- 4.2.5 Assess inferences for accuracy and fairness.
- 4.2.6 Recognize what they know and don't know (intellectual humility).