

Reading Grade Expectations: Grade 3

Standard 1.1: Reading Strategies

Early Reading Skills and Strategies: Phonological Awareness

R3: 1 Applies phonological knowledge and skills by...
No GLE at this grade level

Early Reading Skills and Strategies: Concepts of Print

R3: 2 Demonstrates understanding of concepts of print during shared or individual reading by...
No GLE at this grade level

Word Identification Skills and Strategies

R3: 3 Applies word identification/decoding strategies by...

- Reading grade-level-appropriate words with automaticity
- Identifying multisyllabic words (e.g., “pretending,” “discussion”), by using knowledge of sounds, syllable types, or word patterns (including prefixes, suffixes, or variant spellings for consonants or vowels, e.g., “bought”)

EXAMPLES: Students might be asked to match words to words with similar sounds, e.g., “Which word rhymes with the word in the box?” or “Which word has the same vowel sound as the word in the box?”

R-3-1.1

Context and Self-Correction Strategies

R3: 4 Applies context and self-correction strategies by...

- Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues

Vocabulary Strategies and Breadth of Vocabulary

R3: 5 Identifies the meaning of unfamiliar words by...

- Using strategies to unlock meaning (e.g., using knowledge of word structure, including prefixes/suffixes and base words, such as “un-covered”; or context clues; or other resources, such as dictionaries, glossaries; or prior knowledge)

R-3-2.1

Standard 1.1: Reading Strategies

Vocabulary Strategies and Breadth of Vocabulary

R3: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...

- Identifying synonyms, antonyms, homonyms/homophones; or categorizing words

R-3-3.1

- Describing words in terms of categories, functions, or features
 - Selecting appropriate words to use in context, including content-specific vocabulary (e.g., “predator/prey”), or words with multiple meanings
- EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text: “The word ‘fall’ can mean a time of the year or losing your step. What words from the passage help you to know what ‘fall’ means in this story?”

EXAMPLE (multiple meanings): “The word ‘fall’ has many different meanings. Which sentence below uses the word ‘fall’ to mean a time of the year? OR Which sentence below uses ‘fall’ with the same meaning as it is used in the poem?”

R-3-3.2

Comprehension Strategies

R3: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.

EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)

Monitoring and Adjusting Strategies

R3: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...

- Sampling a page of text for readability and interest
- Previewing text selections
- Stopping to reread, adjust pace and use other strategies as needed (e.g., making connections, subvocalizing)

Standard 1.2: Reading Accuracy

Accuracy and Fluency

R3: 9 Reads grade-level-appropriate material with:

- **Accuracy:** reading material appropriate for grade 3 with at least 90–94% accuracy (See Appendix for sample titles.)
- **Fluency:** reading with oral fluency rates of at least 90–120 words correct per minute
- **Fluency:** reading with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue

Standard 1.3: Reading Comprehension

Standard 5.13: Responding to Text

Initial Understanding of Literary Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R3: 10 Demonstrate initial understanding of elements of literary texts by...

- Identifying or describing character(s), setting, problem/ solution, major events, or plot, as appropriate to text
R-3-4.1
- Paraphrasing or summarizing key ideas/plot, with events sequenced, as appropriate to text
R-3-4.2
- Identifying the characteristics of a variety of types of text (e.g., literary texts: poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)

R3: 11 Demonstrate initial understanding of author’s craft used in literary texts by...

- Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description

Initial Understanding of Informational Text

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R3: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...

- Obtaining information from text features (e.g., table of contents, glossary, basic transition words, bold or italicized text, headings, graphic organizers, charts, graphs, or illustrations)

EXAMPLES: "What words does the author want you to notice on this page? What is the last step of the directions?"

R-3-7.1

- Using information from the text to answer questions related to explicitly stated central/main ideas or details

R-3-7.2

- Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)

EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things

R-3-7.3

- Identifying the characteristics of a variety of types of text (e.g., **reference**: dictionaries, glossaries, children's magazines, content trade books, textbooks, children's newspapers; and **practical/functional texts**: book orders procedures, instructions, announcements, invitations)

Standard 1.3: Reading Comprehension, Standard 5.13: Responding to Text, Standard 5.11: Literary Elements and Devices

Analysis and Interpretation of Literary Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of LITERARY texts. Recognizing a variety of literary texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested literary texts for instructional and assessment purposes.

R3: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...

- Making logical predictions

R-3-5.1

- Describing main characters' physical characteristics or personality traits; or providing examples of thoughts, words, or actions that reveal characters' personality traits

R-3-5.2

- Making basic inferences about problem, conflict, or solution (e.g., cause-effect relationships)

EXAMPLE: "How might the story have been different if...?"

R-3-5.3

- Identifying the author's basic message

EXAMPLE: "In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?"

R-3-5.5

- Identifying possible motives of characters
- Recognizing explicitly stated causes or effects

R3: 14 Analyze and interpret author's craft (citing evidence where appropriate) by...

No GLE at this grade level

R3: 15 Generates a personal response to what is read through a variety of means by...

- Comparing stories or other texts to related personal experience, prior knowledge, or other books

Standard 1.3: Reading Comprehension

Standard 5.13: Responding to Text

Analysis and Interpretation of Informational Text/Citing Evidence

All students need ongoing opportunities to apply and practice reading strategies with many different types of INFORMATIONAL texts (expository and practical texts). Recognizing a variety of informational texts and their characteristics will help students in meeting grade level expectations described in the Vermont GLEs. See Appendix for a list of suggested informational texts for instructional and assessment purposes.

R3: 16 Analyze and interpret informational text, citing evidence as appropriate by...

- Connecting information *within* a text
EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text
R-3-8.1
- Recognizing generalizations about text (e.g., identifying appropriate titles, assertions, or controlling ideas)
R-3-8.2
- Making basic inferences, drawing basic conclusions, or forming judgments/opinions about central ideas that are relevant
R-3-8.3
- Distinguishing fact from opinion
R-3-8.4
- Making inferences about causes or effects
EXAMPLE: "What probably caused the fire to start in the garage?"
R-3-8.5

Standard 1.4: Reading Range of Text

Reading Extensively

R3: 17 Demonstrates the habit of reading extensively* by...

- Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading

* *Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.*

Reading Widely and In Depth

(Assumes increasing text complexity across grade levels; see Appendix for descriptions of increasing text complexity.)

R3: 18 Demonstrates the habit of reading widely and in depth by...

- Reading from at least three different genres/kinds of text and a variety of authors (e.g., **literary texts**: poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction; **informational**: dictionaries, glossaries, textbooks, children's magazines, children's newspapers, content trade books; and **practical/functional texts**: procedures, instructions, simple menus, labels, announcements invitations, book orders)
- Reading at least the equivalent of four books by an author, about a subject, or in one genre

Standard 1.4: Reading Range of Text

Standard 5.12: Literate Community

Literate Community

R3: 19 Demonstrates participation in a literate community by...

- Self-selecting reading materials in line with reading ability and personal interests
- Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials