

**Federal Way School District
Third Grade Reading Expectations**

1. The student understands and uses different skills and strategies to read.

<p>1.1 Uses word recognition skills and strategies to read and comprehend text.</p>	<p>1.1.1 Apply phonetic principles to read including sounding out, using initial letters, and using common letter patterns to make sense of whole words. Apply understanding of phonics.</p> <ul style="list-style-type: none"> • Use knowledge of phonics to read unfamiliar words in grade level text. • Read words containing complex letter patterns/word families (e.g., -ieve or -ield). • Apply multi-syllabic decoding when reading words in all text.
<p>1.2 Use vocabulary (word meaning) strategies to comprehend text.</p>	<p>1.2.1 Use word and sentence structure to understand reading materials including prefixes, suffixes, contractions, and simple abbreviations. Apply knowledge of word and sentence structure to comprehend text.</p> <ul style="list-style-type: none"> • Identify the meanings of prefixes, suffixes, inflectional endings, and abbreviated words in grade level text. • Describe how word meanings change as affixes are added to base words (e.g., rest/unrest/restful). <p>1.2.2 Use a variety of reading strategies to comprehend words and ideas, including self-correcting, re-reading, reading on, and slowing down. Apply word-meaning strategies in grade level text.</p> <ul style="list-style-type: none"> • Substitute familiar words for unknown, attempt alternative pronunciation for unknown word. <p>1.2.3 Use dictionaries, glossaries, and other sources to understand and confirm word meanings. Apply knowledge of reference materials to determine word meanings.</p> <ul style="list-style-type: none"> • Use glossaries and dictionaries to find or confirm word meanings.
<p>1.3 Build vocabulary through wide reading.</p>	<p>1.3.1 Use pictures, graphics, word meaning, and context clues to comprehend text. Apply strategies to predict, clarify, and expand word meaning in grade level text.</p> <ul style="list-style-type: none"> • Use pictures, illustrations, and diagrams independently to clarify/expand word meaning. • Use context clues to predict the meaning of unknown words, including multiple meaning words like homophones and homographs. <p>1.3.2 Build reading vocabulary across content areas. Understand and apply new vocabulary.</p> <ul style="list-style-type: none"> • Increase vocabulary through reading literary and informational text. • Use new vocabulary in own speaking and writing. <p>1.3.3 Identify and interpret general and specialized vocabulary critical to the meaning of text. Apply knowledge of content area vocabulary to reading.</p> <ul style="list-style-type: none"> • Identify and define words and concepts necessary for understanding math, science, social studies, and other content area text. • Recognize that some words have a different meaning in different content areas. (e.g., area in math and geography).
<p>1.4 Apply word recognition skills and strategies to read fluently.</p>	<p>1.4.1 Read grade level text fluently. Apply word and text structure knowledge to read fluently with comprehension.</p> <ul style="list-style-type: none"> • Read aloud familiar grade level literary and informational text accurately, using appropriate pacing, phrasing, and expression. • Read aloud unpracticed grade level text at a target rate of 110-120 words correct per minute. <p>1.4.2 Adjust reading rate to incorporate new skills or read unfamiliar text with understanding. Apply different reading rates to text.</p> <ul style="list-style-type: none"> • Adjust reading rate to suit difficulty of texts such as content area reading and for different purposes such as pleasure reading vs. reading for information).

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2. The student understands the meaning of what is read.

2.1 Demonstrate evidence of reading comprehension.

2.1.1 Demonstrates basic comprehension of content of literary, informational, and task-oriented texts such as plays, newspaper articles, and instructions.

Apply comprehension strategies before, during, and after reading.

- Monitor for meaning by identifying where and why comprehension was lost, and use comprehension repair strategies to regain meaning.
- Generate and answer questions before, during and after reading.
- Draw, write about, or verbally describe the mental imagery that occurs while reading.
- Use teacher-selected graphic organizers to organize information and to comprehend text.

2.1.2 Demonstrate comprehension of the main idea and supporting details; through summarizing in own words using evidence from the text.

Understand and apply knowledge of main ideas and details.

- State the main idea of a passage and give two reasons from the text supporting the choice.

Understand and apply summarizing and paraphrasing in own words using text-based evidence.

- Summarize text using the main idea and key supporting details from the text.

2.1.3 Connect previous experiences and knowledge when reading to understand characters, events, and information.

Understand and apply the use of prior knowledge.

- Make connections between self and characters, events, and information occurring within a text or among multiple texts.

2.1.4 Make inferences and predictions based on the text.

Understand and apply prediction and inference.

- Predict text content using prior knowledge and text features (e.g., topic sentences, key words).
- Use text and prior knowledge to make, confirm, or revise inferences and predictions before, during, and after reading.

2.2 Understand and apply knowledge of text components to comprehend text.

2.2.1 Use time, order, and/or sequence to accurately recall text.

Apply knowledge of sequence.

- Summarize text focusing on main ideas, problems, or events in sequential and chronological order.

2.2.2 Understand organization structures of literary and informational text.

Understand and apply knowledge of simple text organizational structures.

- Recognize and use sentences, paragraphs and chapter structure to organize and locate information.

2.2.3 Understand story elements (plot, characters, setting, point of view, problem, solution).

Understand and apply knowledge of story elements.

- Use knowledge of plot, characters, setting, point of view, problem, and solution to comprehend and respond to a variety of stories.

2.2.4 Locate and use text features (title, heading, table of contents, index, captions, alphabetizing, numbering, glossaries, etc.) to understand text.

Apply knowledge of text features to comprehend text.

- Identify and use grade level appropriate text features (e.g., examples from Text Forms and Features).
- Interpret information from graphs, charts, diagrams, and tables.

2.2.5 Recognize and use features of electronic information such as pull-down menus, key word searches, icons, etc.

Apply knowledge of electronic information features.

- Use icons, pull-down menus, key word searches.

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<p>2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.</p>	<p>2.3.1 Find similarities and differences in stories: understand relationship between parts of a text or between two texts. Understand and analyze the relationship between and among texts.</p> <ul style="list-style-type: none"> • Compare and contrast information from two texts (e.g., facts and details, literary elements, time period, cultures.) • Recognize and explain cause and effect relationships in text. <p>2.3.2 Identify literary devices (figurative language and exaggeration). Understand and apply knowledge of literary devices.</p> <ul style="list-style-type: none"> • Create similes, metaphors, alliterative sentences, and use onomatopoeia. <p>2.3.3 Find, sort, and analyze information for a specific topic or purpose. Understand how to locate specific information.</p> <ul style="list-style-type: none"> • Use alphabetical, numerical, and key word/topic systems to locate information in encyclopedia, dictionary, thesaurus, website, directories, card catalogs. • Select appropriate resources for locating information on a specific topic or for a specific purpose.
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<p>2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.</p>	<p>2.4.1 Recognize the validity of what is read. Understand the difference between fact and opinion.</p> <ul style="list-style-type: none"> • Identify facts and opinions. <p>2.4.2 Analyze author's purpose for and style of writing. Understand the author's purpose for writing.</p> <ul style="list-style-type: none"> • Identify an author's purpose for writing a selection (to inform, to persuade, or to entertain). <p>Understand that authors have a style of writing.</p> <ul style="list-style-type: none"> • Identify simple elements of style (word choice, sentence structure and length, literary devices), with teacher guidance. <p>2.4.6 Apply information gained from reading to give a response, express insights, and draw conclusions. Understand how to draw conclusions from text information.</p> <ul style="list-style-type: none"> • Draw a simple conclusion from grade level text with teacher guidance. <p>2.4.7 Make generalizations beyond the text to other texts, ideas, or situations. Understand how to make generalizations from text.</p> <ul style="list-style-type: none"> • Use generalizations to identify common characteristics of literary sub-genres (e.g., fairy tales, fables, tall tales) (see <u>Text Forms and Features</u>). • Explain how familiar characters in series books react to new situations in similar ways.
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3. The student reads different materials for a variety of purposes.

<p>3.1 Read to learn new information.</p>	<p>3.1.1 Observe and use signs, labels, and instruction. Understand the use of signs, labels, and instructions.</p> <ul style="list-style-type: none"> • Use signs, labels, and instructions to answer questions or complete a task using grade level text. <p>3.1.2 Locate and use a variety of resource materials for specific task. Understand resource materials are available.</p> <ul style="list-style-type: none"> • Identify resource materials that would help solve a problem or answer a question. <p>3.1.3 Select resources to answer a question or solve a problem. Understand how to select appropriate resources.</p> <ul style="list-style-type: none"> • Identify two resources to answer a question or solve a problem. <p>3.1.4 Read and comprehend a wide range of texts (instructions, magazine articles, poetry, novels, and electronic information). Under Construction.</p> <ul style="list-style-type: none"> • Under Construction.
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<p>3.2 Read to perform a task.</p>	<p>3.2.1 Read and understand information (schedules, recipes, instructions, etc.) to perform tasks for a variety of real life purposes. Apply information gained from reading to perform a specific task.</p> <ul style="list-style-type: none"> • Use a restaurant menu to plan a family birthday dinner for a specific dollar amount.
<p>3.3 Read for career application.</p>	<p>3.3.1 Identify the kinds of documents that would be read in a career setting. Understand that specific documents are read in certain careers.</p> <ul style="list-style-type: none"> • Identify all the documents students at school read (e.g., daily schedules, lunch menus, text books and library books, report cards, calendars). <p>3.3.2 Read and interpret non-technical documents from career settings, such as memos, directories, and schedules. Apply knowledge of non-technical documents from career settings.</p> <ul style="list-style-type: none"> • Read and interpret documents from a career interest (e.g., veterinarian: informational books about different kinds of animals, articles about zoos).
<p>3.4 Read for literary experience in a variety of genres.</p>	<p>3.4.1 Read and respond to a variety of traditional and contemporary literature (novels, folk tales, stories, myths, rhymes, poems, plays, etc.). Understand how to respond to a variety of contemporary and traditional literature.</p> <ul style="list-style-type: none"> • Read and respond to literature from multiple genres using prompts appropriate to the text and content (see <u>Text Forms and Features</u>). <p>3.4.2 Read a variety of literature representing different cultures, perspectives, and issues. Understand that literature represents different cultures, perspectives, and issues.</p> <ul style="list-style-type: none"> • Identify and discuss the culture described in a piece of literature. • Perspectives and issues under construction. <p>3.4.3 Understand different views of family, friendship, culture, and tradition found in literature. Understand different views found in literature.</p> <ul style="list-style-type: none"> • Identify the views of family, friendship, culture, or tradition presented in a story, with teacher guidance, and discuss how they are similar or different from the reader's.
<p>4. The student sets goals and evaluates progress to improve reading.</p>	
<p>4.1 Assess reading strengths and need for improvement.</p>	<p>4.1.1 Use strategies to monitor reading progress and to overcome reading difficulties with guidance from the teacher. Apply strategies to monitor reading progress.</p> <ul style="list-style-type: none"> • Identify reading strengths and weaknesses with teacher assistance and select targets to work on. • Track progress in reading achievement with graphs, charts, and checklists. <p>4.1.2 Set reading goals. Understand and apply grade level appropriate reading goals.</p> <ul style="list-style-type: none"> • Set two reading goals and create a plan to meet those goals with teacher assistance.
<p>4.2 Seek and evaluate feedback to improve reading.</p>	<p>4.2.1 Use grade level content expectations to self-evaluate reading abilities. Apply knowledge of grade level content expectations to own reading.</p> <ul style="list-style-type: none"> • Discuss and identify grade level content expectations met and identify other grade level content expectations to work on.
<p>4.3 Develop interests and share reading experiences.</p>	<p>4.3.1 Select and read favorite authors, subjects, and books and share with others. Apply knowledge of authors, books to select favorites.</p> <ul style="list-style-type: none"> • Develop a list of favorite authors and books and share with others.