

Grade 3 - E1 Reading

Reading, fundamentally, is the process of understanding written language. It requires students to recognize words on a page, comprehend what they mean, and say them aloud in ways that clearly convey their meaning. Readers must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

E1a: Print-Sound Code

In third grade, students' decoding of the print-sound code should become automatic across the whole span of language. Throughout third grade they should continue to learn about words—roots, inflections, suffixes, prefixes, homophones and word families—as part of vocabulary growth. Each book they read presents new words that they should be able to figure out using their knowledge of word structures.

E 1a.1: Knowledge of Letters and Their Sounds:

- No equivalent component at this grade level.

E 1a.2: Phonemic Awareness:

- No equivalent component at this grade level.

E 1a.3: Reading Words:

- No equivalent component at this grade level.

E 1b: Getting the Meaning

The ultimate goal of reading is understanding the meaning of written language. But getting the meaning is a complex task that doesn't just happen by reading individual words. Readers also must use a variety of skills and strategies, drawing on what they know about words and their concepts, to build a sense of what the author means to say.

E 1b.1: Accuracy:

By the end of the year, we expect third grade students to:

- read aloud unfamiliar Level O books with ninety percent or better accuracy of word recognition (self-correction allowed).

E 1b.2: Fluency

Third grade fluency is displayed mainly in the more mature texts they are able to read easily. By the end of the year, we expect third grade students to:

- independently read aloud from Level O books that they have previewed silently on their own, using intonation, pauses and emphasis that signal the meaning of the text;
- easily read words with irregularly spelled suffixes (for example, *-ous*, *-ion*, *-ive*);
- use the cues of punctuation to guide themselves in getting meaning and fluently reading aloud from the increasingly complex texts they read; and

- use pacing and intonation to convey the meaning of the clauses and phrases of the sentences they read aloud.

E 1b.3: Self-Monitoring and Self-Correcting Strategies

In third grade, children are deepening their self-monitoring strategies and are beginning to analyze the author's strategy as a way of figuring out what a passage means. They use these strategies most overtly when they read challenging texts that require them to stretch beyond their range for accuracy and fluency. By the end of the year, we expect third grade students to:

- monitor their own reading, noticing when sentences or paragraphs are incomplete or when texts do not make sense;
- use their ear for syntax to help figure out the meaning of new words;
- infer the meaning of words from roots, prefixes and suffixes, as well as from the overall contextual meaning of what they are reading;
- analyze the relations among different parts of a text; and
- raise questions about what the author was trying to say and use the text to help answer the questions.

E 1b.4: Comprehension

Third-grade books are more complex than second-grade books. They often have chapters and cannot be read in one day. There frequently are subplots as well as plots. Characters develop, there is more detail and figurative language is used. So it is more difficult to summarize the more complicated story. The conceptual content of texts, and children's background knowledge in relation to that content, starts to become important at this stage.

By the end of the year, we expect third grade students to continue to demonstrate the comprehension capabilities they used in second grade. In addition, we expect them to:

- capture meaning from figurative language (for example, similes, metaphors, poetic images) and explain the meaning;
- cite important details from a text;

- compare one text to another text they have read or heard;
- discuss why an author might have chosen particular words;

In addition, when engaging with narratives (whether fiction or nonfiction), we expect third graders to:

- say how a story relates to something in real-life experience;
- explain the motives of characters; and
- discuss plot and setting.

Further, when they read informational texts, we expect third-graders to:

- use the structure of informational text to retrieve information;
- analyze the causes, motivations, sequences and results of events;
- understand the concepts and relationships described;
- use reasoning and information from within and outside the text to examine arguments;
- describe in their own words what new information they gained from a nonfiction text and how it relates to their prior knowledge.

Finally, we expect third graders to be able to:

- follow instructions or directions they encounter in the more complicated functional texts they now are reading.

E1c Reading Habits

At third grade, children can do most of their reading on their own. But being read to is still important for a variety of reasons – for example, it exposes children to the rhythms and patterns of written language read aloud and to examples of language that may be different (for example, more literary) than what children typically choose for their independent reading. A read-aloud is also an important occasion for deep discussion of books.

As children’s reading matures, learning how to read is only part of the literacy picture. By third grade students should begin to study literature for its own sake, not simply because it helps them learn to read (although it also does that). Reading literature helps build good reading habits by reinforcing the interest and pleasure that reading holds. For these reasons, our third grade standards set forth specific expectations for literature.

E 1c.1: Reading a Lot

The reading habits we expect to see in third grade are similar to those we expect to see in second, but they are more rigorous because the texts students encounter are increasingly complex. Reading literature helps build good reading habits by

reinforcing the interest and pleasure that reading holds.

By the end of the year, we expect third grade students to:

- read 30 chapter books a year, independently or with assistance, and regularly participate in discussions of their reading with another student, a group or an adult;
- read and hear texts read aloud from a variety of genres, including narrative accounts, responses to literature (written by other students and found in book blurbs and reviews), informational writing, reports, narrative procedures, recountings, memoirs, poetry and plays;
- read multiple books by the same author and be able to identify differences and similarities among them;
- reread some favorite books, or parts of longer books, gaining deeper comprehension and knowledge of author’s craft;
- read their own writing and the writing of their classmates, including pieces compiled in class books or placed on public display;
- read the functional and instructional messages they see in the classroom environment (for example, announcements, labels, instructions, menus, invitations) and some of those encountered outside school;
- listen to and discuss at least one chapter read to them every day; and
- voluntarily read to each other, signaling their sense of themselves as readers.

E 1c.2: Literature

By third grade, students should recognize and be able to evaluate and discuss literary qualities and themes of the children’s literature they read.

By the end of the year, we expect third grade students to:

- read good children’s literature every day;
- have worthwhile literature read to them to model the language and craft of good writing.
- discuss underlying themes or messages when interpreting fiction;
- read and respond to poems, stories, memoirs and plays written by peers;
- identify and discuss recurring themes across works;
- evaluate literary merit and participate informatively in peer talk about selecting books to read;
- examine the reasons for a character’s actions, accounting for situation and motive;
- read multiple books by the same author and be able to identify differences and similarities among them;

- recognize genre features, understand differences among genres and compare works by different authors in the same genre; and
- note and talk about author’s craft: content, point of view, word choice, plot, beginnings and endings, and character development.

E 1c.3: Discussing Books

Third grade book discussions are likely to vary widely, attending to themes and content, to author’s craft, and to infer meanings of the text. Third graders also should be extending their ability to talk “accountably” in all of the ways described in second grade.

In discussions of their reading, by the end of the year we expect third grade students to:

- demonstrate the skills we look for in the comprehension component of Reading Standard E1b: Getting the Meaning;
- note and talk about author’s craft: word choice, beginnings and endings, plot, and character development;
- use comparisons and analogies to explain ideas;
- refer to knowledge built during discussion;
- use information that is accurate, accessible and relevant;
- restate their own ideas with greater clarity when a listener indicates non-comprehension;
- ask other students questions requiring them to support their claims or arguments; and

- indicate when their own or others’ ideas need further support or explanation.

E 1c.4: Vocabulary

By the end of the year, we expect third grade students to:

- learn new words every day from their reading;
- recognize when they don’t know what a word means and use a variety of strategies for figuring it out (for example, ask others, look at the context, find the word in use elsewhere and look for clues there);
- know meanings of roots, prefixes and suffixes;
- talk about the meaning of most of the new words encountered in independent and assisted reading;
- notice and show interest in understanding unfamiliar words in texts that are read to them;
- know how to talk about what nouns mean in terms of function (for example, “Water is for drinking”, features (for example, “Water is wet”), and category (for example, “Water is a liquid”);
- know how to talk about verbs as “action words”; and
- talk about words as they relate to other words: synonyms, antonyms or which word is more precise.