KPBSD ELA CURRICULUM
3rd GRADE – READING STANDARDS FOUNDATIONAL SKILLS

Desired Results

PRIORITY STANDARDS

3.RF.3 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

3.RF.4 Compare and contrast the most important point and key details presented in two texts on the same topic or related topics.

Transfer

Students will be able to independently use their learning to…
- Understand why reading a variety of text types is an essential component to their learning.

Meaning

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand… • That learning prefixes and suffixes enhances decoding, spelling ability, and vocabulary development**.** • That reading should occur with purpose and understanding**.** • That fluency, accuracy, and rate is developed over successive readings, with multiple opportunities to practice (silently and orally). • That context is used to confirm and self-correct reading to develop understanding**.**	Students will keep considering… • How do readers construct meaning? • Why do readers read? • How does reading add meaning to your life? • How do readers adapt when text becomes more complex?

Acquisition

Students will know...	Students will be skilled at...
• How to show what they have learned about letters and sounds by figuring out words. • How to find and tell the meaning of most common prefixes and suffixes. • How to read words with common Latin suffixes. • How to read words with more than one syllable. • How to read third grade words that aren't spelled the way they sound. • How to fluently read and understand books at their level. • How to read and understand third grade books. • How to read third grade books and poems aloud like a teacher would read them aloud.	• Recognizing and understanding irregular words. • Decoding and defining words with common prefixes and suffixes and multisyllabic words. • Reading grade-appropriate irregularly spelled words. • Engaging in multiple experiences with reading texts (prose and poetry) at an independent level. • Processing language for meaning and enjoyment. • Developing fluency to focus attention on the meaning of the text.

	• How to use what they understand from their reading to help them figure out or correct words they are having trouble with.	• Rereading a text to build expression, fluency, accuracy, and comprehension. • Self-correcting word recognition for understanding.

Evidence

Evaluative Criteria	Assessment Evidence
Based on Standards: Teacher generated test Teacher and Learner Rubric Teacher and Learner Checklist Teacher and Learner Self-Reflection Teacher and Learner Conference Observations and Anecdotal notes	PERFORMANCE TASK(S): • R-CBM Benchmarks (mandatory) • PEAKS (mandatory) • EdPerformance (not required, varies from school to school)

Vocabulary

Prefix Suffix Syllable Multisyllabic	Decode Accuracy Fluency Comprehension	Purpose Prose Expression Rate

Technology Skills

I can…
- Use and understand the basic computer terms: Home Row (Use two hands), Internet Browser, minimize/maximize a window, and toolbar.
- Use a computer mouse to right click/left click.
- Use the file menu commands: new, open, save, save as, copy/paste, and print.
- Save and find files in the My Documents folder.
- Save, find, and use files in the Shared Folder.
- Adjust the volume for my computer.
- Identify and use software terms: edit/undo, select/delete text, Change font, style, color and size, Insert clipart graphics.
- Use software to create a simple multimedia project.
- Record and organize my ideas using digital tools and/or graphic organizers.