ASOL READING SCOPE AND SEQUENCE MATRIX: GRADE 3

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REPORTING	GRADE 3	UNDERSTANDING THE STANDARD
Use word analysis strategies and word reference materials	3E-RW 1 (SOL 2.5)	The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words. **Consonant blends** are voiced (each letter is heard) combinations of two or three consonants (e.g., *fl-, cl-, dr-, str-*). **Consonant digraphs** are combinations of two consonants forming a new sound (e.g., *sh-, wh-, ch-, th-*). **R-controlled vowel patterns** – when a vowel is followed by an *r* it makes a special sound (e.g., */ar/-* as in *car*, */or/-* as in *storm*, */ir/-* as in *bird*, */ur/-* as in *turn*, */er/-* as in *butter*).
	3E-RW 2 (SOL 2.6)	The intent of this standard is that students will use information from the story and their knowledge of semantic clues and syntax to expand vocabulary when reading. **Semantic clues** are words that provide meaning and help readers decode and comprehend a text (e.g., The *bear* scared me. The test was a *bear*.) **Syntactic (syntax) knowledge** is based on familiar word order or grammar that helps readers determine meaning (e.g., students familiar with oral language would know which of the following two sentences sounds right and/or makes sense: *The pitcher threw the ball* or *The ball threw the pitcher*).
	3E-RW 3 (SOL 2.7)	The intent of this standard is that students will expand their vocabulary through an understanding of homophones, prefixes, suffixes, synonyms, and antonyms. Students will also develop vocabulary by discussing meanings of words and by listening and reading a variety of text across the content areas. **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). **Antonyms** are words with opposite meanings (e.g., off/on, fast/slow). **Synonyms** are words with similar meanings (e.g., small, little, tiny). **Affixes** are word elements that are attached to a stem, base, or root. Common affixes are **prefixes,** which are added to the beginning of words (e.g., *un-, re-, mis-, dis-, non-* and *pre-*), and **suffixes**, which are added to the end of words (e.g., *-ly, -er, -y, -ful, -less, -able, -ed, -ing, -est*).
	3E-RW 4 (SOL 2.10)	The intent of this standard is that students will use available reference materials to locate information.
	3E-RW 5 (SOL 3.3)	The intent of this standard is that students will use word-attack skills to decode words in order to read fluently. These skills include the use of phonics (regular and irregular vowel patterns and consonant combinations), and context to read multisyllabic words.
	3E-RW 6 (SOL 3.4)	The intent of this standard is that students will expand their vocabulary when reading. Students who are able to apply semantic clues, language structure, and phonetic strategies independently become fluent readers. Students will use combined knowledge of phonics and word analysis skills in decoding words (e.g., prefixes, suffixes, multisyllabic words). **Homophones** are words that are pronounced the same and have different meanings regardless of their spelling (e.g., principle/ principal, prince/prints). **Affixes** are added to root words and change the word's meaning (e.g., prefix, suffix).
	3E-RW 7 (SOL 3.7)	The intent of this standard is that students will use a variety of print and electronic resources to gather information on a specific topic. Students will select which resource is best for locating a specific type of information.

Demonstrate comprehension of fictional texts	3E-CF 1 (SOL 2.8)	The intent of this standard is that students will continue to develop and demonstrate comprehension skills by reading a variety of fictional texts. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions. Strategies to increase prior knowledge include building on what students already know, discussing real-life experiences, and providing vicarious experiences through reading. Students will demonstrate comprehension of story elements in fiction by identifying the characters, setting, and main idea. The **main idea** is the most important idea from the paragraph or story. Teachers should provide opportunities for students to respond in writing to what is read. To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): independent level- 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. **Prosody** contributes to reading fluency and comprehension. The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for second-grade students reading second-grade text:

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	106	125	142
75	79	100	117
50	51	72	89

Hasbrouck, J.E., & Tindal, G.A. (2006)

When fully developed, reading fluency refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. Scientific Studies of Reading. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

Demonstrate comprehension of fictional texts	3E-CF 2 (SOL 3.5)	The intent of this standard is that students will apply different strategies to read and comprehend fictional text and poetry. Students should be able to connect their previous experiences and knowledge to the text in order to make predictions and then use evidence from the text to confirm or revise their predictions. Students will talk and write about similarities and differences that they see in various books by the same author or in various selections within the same genre. In classroom discussion, students will contribute their ideas about an author's craft, including such elements as word choice, plot and organization, beginnings and endings of selections, and character development. Students will read various types of fictional texts (e.g., children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth), and poetry. After reading, students should be able to demonstrate new understandings through writing, discussion, and graphic representations. Fluent readers read with automaticity, and they reread and self-correct as needed. To determine a student's functional reading level for a specific text consider these word accuracy rates from Virginia's Phonological Awareness Literacy Screening (PALS): independent level – 98-100% accuracy, or about two of every 100 words misread; student reads independently with little or no instructional support, and comprehension is strong. instructional level – 90-97% accuracy, or three to ten words of every 100 words misread; student reads with modest accuracy and variable fluency and comprehension should be closely monitored. frustration level – less than 90% accuracy, or more than ten of every 100 words misread; student reads with neither accuracy nor fluency, and therefore his or her comprehension will be affected. Prosody refers to the rhythmic and intonational aspect of language, which should be noticeable during oral reading. **Prosody** contributes to reading fluency and comprehension. The table below presents the results of research on oral reading fluency rates for students at the 90th, 75th and 50th percentiles throughout the school year. These rates are reported as words correct per minute (WCPM) for third-grade students reading third-grade text:

Percentile	Fall WCPM	Midyear WCPM	Spring WCPM
90	128	146	162
75	99	120	137
50	71	92	107

Hasbrouck, J.E., & Tindal, G.A. (2006)

When fully developed, reading fluency refers to a level of accuracy and rate where decoding is relatively effortless; where oral reading is smooth and accurate with correct prosody; and where attention can be allocated to comprehension.*

* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. Scientific Studies of Reading. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.

Demonstrate comprehension of nonfiction texts	3E-CN 1 (SOL 2.9)	The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge, along with information from the text, to make and confirm predictions. Students will also begin to learn the skills of summarizing and skimming to locate specific information in nonfiction text. Students will continue to respond in writing to what is read. The **main idea** is the most important idea from the paragraph or story. Common graphic organizers include: Venn diagram; cause and effect; sequencing; compare and contrast; and cycle. Fluency develops as students have many opportunities to practice reading at their independent reading level.
	3E-CN 2 (SOL 3.6)	The intent of this standard is that students will read and demonstrate comprehension of nonfiction texts across the curriculum, including age-appropriate materials that reflect the Virginia Standards of Learning in English, history and social science, science, and mathematics. *Before* reading, students should preview the text and activate prior knowledge to formulate ideas and make predictions of what the text is about and how it is organized. *During* reading, students should maintain an active interaction with text while revising and refining their previous ideas and predictions. New ideas are linked to prior learning. *After* reading, students should consolidate what they have read in an effort to fully comprehend the text. New ideas are linked to prior learning. Students will learn the shared characteristic of biography and autobiography: both are based on verifiable facts about real-life people. Students will learn the distinguishing characteristics of biography and autobiography.