

ENGLISH: READING ALIGNED STANDARDS OF LEARNING CURRICULUM FRAMEWORK GRADE 3



3E-RW1 The student will

- a) indicate the number of syllables in a spoken word;
- b) apply letter name and letter-sound knowledge when decoding words;
- c) apply letter-sound and word analysis skills in decoding words by identifying 18 or more letter-sound associations in context;
- d) identify the beginning sound of familiar words beginning with a single consonant sound.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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., <i>fl-</i>, <i>cl-</i>, <i>dr-</i>, <i>str-</i>). • Consonant digraphs are combinations of two consonants forming a new sound (e.g., <i>sh-</i>, <i>wh-</i>, <i>ch-</i>, <i>th-</i>). • R-controlled vowel patterns – when a vowel is followed by an <i>r</i> it makes a special sound (e.g., <i>/ar/-</i> as in <i>car</i>, <i>/or/-</i> as in <i>storm</i>, <i>/ir/-</i> as in <i>bird</i>, <i>/ur/-</i> as in <i>turn</i>, <i>/er/-</i> as in <i>butter</i>). 	<p>All students should</p> <ul style="list-style-type: none"> • understand the need to apply phonetic strategies to decode and spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of consonants and consonant blends to decode and spell words. • apply knowledge of consonant digraphs (<i>sh</i>, <i>wh</i>, <i>ch</i>, <i>th</i>) to decode and spell words. • distinguish long and short vowels when reading one-syllable regularly spelled words. • apply knowledge of the consonant-vowel patterns, such as CV (e.g., <i>go</i>), VC (e.g., <i>in</i>), CVC (e.g., <i>pin</i>), CVCE (e.g., <i>take</i>), CVVC (e.g., <i>wait</i>), and CVCC (e.g., <i>wind</i>), to decode and spell words. • apply knowledge of r-controlled vowel patterns to decode and spell words. • read regularly spelled one- and two-syllable words automatically. • decode regular multisyllabic words. • use phonetic strategies and context to self-correct for comprehension. • decode words with common prefixes and suffixes.

3E-RW2 The student will

- a) use newly acquired vocabulary drawn from reading and other content areas;
- b) demonstrate understanding of the meaning of newly acquired vocabulary.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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 <i>bear</i> scared me. The test was a <i>bear</i>.) • 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: <i>The pitcher threw the ball</i> or <i>The ball threw the pitcher</i>). 	<p>All students should</p> <ul style="list-style-type: none"> • understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use meaning clues to support decoding. • use surrounding words in a sentence to determine the meaning of a word. • determine which of the multiple meanings of a word in context makes sense by using semantic clues. • use knowledge of word order, including subject, verb, and adjectives, to check for meaning. • use story structure, titles, pictures, and diagrams to check for meaning. • use phonetic strategies, semantic clues, and syntax to reread and self-correct. • reread to clarify meaning.

3E-RW3 The student will

- a) sort words into familiar categories;
- b) expand vocabulary when reading by using knowledge of antonyms and synonyms;
- c) determine meaning of vocabulary related to a familiar text;
- d) demonstrate understanding of word relationships (e.g., prefix, suffix, singular, plural, homophones);
- e) identify words that describe personal emotional states;
- f) use familiar nouns (e.g., own name, Mom, dog) in isolation;
- g) identify words from other content areas.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>non-</i> and <i>pre-</i>), and suffixes, which are added to the end of words (e.g., <i>-ly</i>, <i>-er</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>). 	<p>All students should</p> <ul style="list-style-type: none"> • understand that their knowledge of homophones, prefixes, suffixes, synonyms, and antonyms can help them read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use knowledge of homophones (e.g., such as <i>pair</i> and <i>pear</i>). • identify and recognize meanings of common prefixes and suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>dis-</i>, <i>-y</i>, <i>-ly</i>, <i>-er</i>, <i>-ed</i>, <i>-ing</i>, <i>-est</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>). • use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>sign</i>, <i>signal</i>). • use common prefixes and suffixes to decode words. • determine the meaning of words when a known prefix is added to a known word (e.g., <i>tie/untie</i>, <i>fold/unfold</i>, <i>write/rewrite</i>, <i>call/recall</i>). • supply synonyms and antonyms for a given word. • use knowledge of antonyms when reading (e.g., <i>hot/cold</i>, <i>fast/slow</i>, <i>first/last</i>). • use knowledge of synonyms when reading (e.g., <i>small/little</i>, <i>happy/glad</i>). • demonstrate an understanding of what the apostrophe signifies in singular possessive words (e.g., <i>Maria's</i>). • demonstrate an understanding of the meaning of contractions (e.g., <i>don't- do not</i>). • discuss meanings of words and develop vocabulary (e.g., closely related adjectives such as <i>slender</i>, <i>thin</i>, <i>scrawny</i>; closely related verbs such as <i>look</i>, <i>peek</i>, <i>glance</i>). • use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>notebook</i>). • use specific vocabulary from content area study to express interests and knowledge (e.g., in discussions, by summarizing, through generating and answering questions).

3E-RW4 The student will

- a) recognize that books have titles;
- b) demonstrate comprehension of information in reference materials by using table of contents;
- c) demonstrate comprehension of information in reference materials by using pictures, captions and charts;
- d) demonstrate comprehension of information in reference materials by using dictionaries, glossaries, and indices;
- e) demonstrate comprehension of information in reference materials by using online resources.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<p>The intent of this standard is that students will use available reference materials to locate information.</p>	<p>All students should</p> <ul style="list-style-type: none"> • understand how to locate information in simple reference materials. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • locate titles and page numbers, using a table of contents. • use a table of contents to locate information in content-area books. • interpret pictures, captions, diagrams, and tables. • interpret information presented in bar graphs, charts, and pictographs. • use dictionaries, glossaries, and indices to locate key facts or information. • consult reference materials as needed to spell, check spelling, and understand grade-appropriate words. • alphabetize words to the second and third letter. • locate words in reference materials, using first, second, and third letter. • locate guide words, entry words, and definitions in dictionaries and indices. • use online resources to gather information on a given topic (e.g., teacher identified Web sites and online reference materials).

3E-RW5 The student will

- a) recognize 10 or more written words;
- b) apply letter-sound skills in decoding consonant sounds of familiar one-syllable words; In context, demonstrate basic knowledge of letter-sound correspondences;
- c) recognize 40 or more written words;
- d) read text comprised of familiar words to support comprehension. Read familiar text with purpose and understanding.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • understand the need to apply word-analysis skills to decode words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of regular and irregular vowel patterns to decode words. • apply knowledge of ambiguous vowel patterns (e.g., ou/ow, oi/oy, oo, aw) to decode words. • apply knowledge of the change in tense (<i>-ed</i>), number (<i>-s</i>), and degree (<i>-er</i> and <i>-est</i>) signified by inflected endings to decode words. • decode regular multisyllabic words in order to read fluently.

3E-RW6 The student will

- a) **decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes);**
- b) **use context to determine missing words in familiar texts;**
- c) **consult print in the environment to support reading;**
- d) **demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under , after, soon, next, later).**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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). 	<p>All students should</p> <ul style="list-style-type: none"> • use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. • use reference resources to learn word meanings. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use knowledge of homophones (e.g., <i>be/bee, hear/here, and sea/see</i>) to understand unfamiliar words. • apply knowledge of roots to decode unknown words with the same root (e.g., <i>company, companion</i>). • apply knowledge of affixes, (e.g., prefixes such as <i>ex-, dis-, un-, re-, mis-, non-, pre-</i>; suffixes such as <i>-ly, -ful, -less, -able, -tion, -ness, and -ment</i>) to decode words. • determine the meaning of new words formed when a known affix is added to the known word (e.g., <i>care/careless, heat/reheat</i>). • use knowledge of synonyms (e.g., <i>big/large, mad/angry, ache/pain</i>). • use knowledge of antonyms, (e.g., <i>asleep/awake, smile/frown, start/finish</i>). • use context clues to verify meaning of unfamiliar words and determine appropriate homophone usage. • using context clues, such as a restatement, a synonym, an example, or a direct description or definition included in the sentence or paragraph, to clarify the meaning of unfamiliar words. • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> ◦ using transition words of time sequence (e.g., <i>first, second, next, later, after, and finally</i>); ◦ using transition words of compare-contrast (e.g., <i>like, unlike, different, and same</i>); and

3E-RW6 The student will

- a) decode single-syllable words with common spelling patterns (consonant-vowel-consonant [CVC] or high-frequency rhymes);
- b) use context to determine missing words in familiar texts;
- c) consult print in the environment to support reading;
- d) demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under , after, soon, next, later).

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ◦ using transition words of cause-effect (e.g., <i>because, if...then, when...then</i>). ◦ using vocabulary from history and social science, mathematics, and science; and ◦ using the glossary, dictionary, and thesaurus as reference resources to learn word meanings.

3E-RW7 The student will

- a) **identify text features and search tools;**
- b) **locate facts or information in a familiar text.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • understand ways to select the best resource for gathering information on a given topic. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make decisions about which resource is best for locating a given type of information. • locate selected information in encyclopedias, atlases, and other print and online reference materials. • retrieve information from electronic sources. • use the Internet to find information on a given topic.

3E-CF1 The student will

- a) identify the adventures or experiences of a character(s) in a familiar story;
- b) identify characters and settings in a familiar story;
- c) independently engage in exploring a book or navigating pages in a multimedia book;
- d) retell familiar stories from diverse cultures, including two or more elements from different parts of a story;
- e) identify the actions and feelings of the characters in a familiar story;
- f) determine the beginning and ending of a story;
- g) use illustrations in print or digital text to identify characters and setting;
- h) identify similarities in two versions of the same story;
- i) identify parts of illustrations that depict a particular mood, setting, or character;
- j) ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information, and to interpret pictures and diagrams. • use titles and headings to generate ideas about the text. • use information from the text to make predictions before, during and after reading. • use information from a selection to confirm predictions (e.g., recall and/or return to the text to locate information to confirm predictions). • find evidence to support predictions (e.g., return to text to locate information, support predictions, and answer questions).

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- c) independently engage in exploring a book or navigating pages in a multimedia book;
- d) retell familiar stories from diverse cultures, including two or more elements from different parts of a story;
- e) identify the actions and feelings of the characters in a familiar story;
- f) determine the beginning and ending of a story;
- g) use illustrations in print or digital text to identify characters and setting;
- h) identify similarities in two versions of the same story;
- i) identify parts of illustrations that depict a particular mood, setting, or character;
- j) ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> ◦ 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. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of story structure to predict what will happen next (e.g., beginning/middle/end, problem/solution). • ask and answer simple who, what, when, where, why, and how questions to demonstrate understanding of main details and events in text. • begin to skim for information to answer questions. • explain how illustrations and images contribute to and clarify text. • describe a character’s traits, feelings, and actions as presented in a story or poem. • describe how characters in a story or poem respond to key events. • describe the setting and important events of a story. • identify the problems and solutions in stories.

3E-CF1 The student will

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- d) retell familiar stories from diverse cultures, including two or more elements from different parts of a story;
- e) identify the actions and feelings of the characters in a familiar story;
- f) determine the beginning and ending of a story;
- g) use illustrations in print or digital text to identify characters and setting;
- h) identify similarities in two versions of the same story;
- i) identify parts of illustrations that depict a particular mood, setting, or character;
- j) ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ◦ 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. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use information from illustrations and words to demonstrate comprehension of characters, settings, and plots. • compare and contrast characters, setting, and important events in at least two versions of the same story (e.g., Cinderella stories). • determine the main idea or theme of paragraphs or stories. • begin to use knowledge of transition words (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized in sequence. • organize information, using graphic organizers (e.g., story map, sequence of events). • use the framework of beginning, middle, and end to summarize and retell story events. • describe the structure of a story (e.g., beginning introduces the story, ending concludes the action).

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- c) independently engage in exploring a book or navigating pages in a multimedia book;
- d) retell familiar stories from diverse cultures, including two or more elements from different parts of a story;
- e) identify the actions and feelings of the characters in a familiar story;
- f) determine the beginning and ending of a story;
- g) use illustrations in print or digital text to identify characters and setting;
- h) identify similarities in two versions of the same story;
- i) identify parts of illustrations that depict a particular mood, setting, or character;
- j) ask and answer questions about details from a fictional text read aloud or information presented orally or through other media.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES																
<ul style="list-style-type: none"> 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: <table border="1" data-bbox="96 1016 661 1175"> <thead> <tr> <th><u>Percentile</u></th> <th><u>Fall WCPM</u></th> <th><u>Midyear WCPM</u></th> <th><u>Spring WCPM</u></th> </tr> </thead> <tbody> <tr> <td>90</td> <td>106</td> <td>125</td> <td>142</td> </tr> <tr> <td>75</td> <td>79</td> <td>100</td> <td>117</td> </tr> <tr> <td>50</td> <td>51</td> <td>72</td> <td>89</td> </tr> </tbody> </table> <p>Hasbrouck, J.E., & Tindal, G.A. (2006)</p>	<u>Percentile</u>	<u>Fall WCPM</u>	<u>Midyear WCPM</u>	<u>Spring WCPM</u>	90	106	125	142	75	79	100	117	50	51	72	89		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> write responses to what they read (e.g., response logs, write the story with a new ending). practice reading and rereading text that is on their independent reading level to develop accuracy, fluency, and prosody. pause at commas and periods during oral reading. apply phonics, meaning clues, and language structure to decode words and increase fluency.
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<ul style="list-style-type: none"> • When fully developed, reading <i>fluency</i> 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.* 		
<p>* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. <i>Scientific Studies of Reading</i>. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.</p>		

3E-CF2 The student will

- a) identify details in familiar pictures;
- b) identify rhyming words or repeated phrases in a familiar story, poem, or song;
- c) identify purpose of a fictional text;
- d) answer questions to demonstrate understanding of fictional text;
- e) retell stories, including fables, folktales, and myths from diverse cultures including details from the text;
- f) identify the traits, motivations, or feelings of characters in a story;
- g) identify similarities in the settings of two stories by the same author;
- h) list a progression of a series of events in a fictional text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • develop a variety of comprehension strategies that can be applied to make meaning from fictional text and poetry. • develop an increased understanding of the essential elements and characteristics of fictional text and poetry. • develop the ability to use key supporting details to determine the lessons or morals from fictional text and poetry. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • read for a specific purpose by: <ul style="list-style-type: none"> ◦ locating specific information in a reading selection; ◦ identifying details that support a stated main idea; and ◦ expressing a stated main idea in their own words. • make a variety of connections with the text, such as: <ul style="list-style-type: none"> ◦ connections between their own personal experiences and what is happening in the text; ◦ connections between the text they are reading and other texts they have read, such as identifying a similar plot or character; and ◦ connections between what they already know about the topic and what they find in the reading that is new to them. • use specific details to make, justify, and modify predictions by: <ul style="list-style-type: none"> ◦ identifying details from their own experiences and knowledge that supports their predictions; ◦ identifying information from the text that supports or contradicts a prediction; and ◦ revising predictions based on new understandings.

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- h) list a progression of a series of events in a fictional text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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): <ul style="list-style-type: none"> ◦ 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 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • gain meaning before, during, and after reading by: <ul style="list-style-type: none"> ◦ asking and answering questions about what is read to clarify meaning; ◦ asking and answering questions to predict what will happen next; ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question; ◦ understanding that some questions are answered directly in the text; ◦ understanding that the answers to some questions must be inferred from the reader’s background experiences and knowledge; and ◦ understanding the basic lessons or morals of fairy tales, myths, folktales, legends, and fables from diverse cultures. • apply knowledge of characterization by <ul style="list-style-type: none"> ◦ describing a character’s attributes (traits, motivations or feelings); ◦ using evidence from the text to support generalizations about the character; ◦ comparing and contrasting characters within a selection or between/among two or more selections; and ◦ explaining how the actions of characters contribute to the sequence of events.

3E-CF2 The student will

- a) identify details in familiar pictures;
- b) identify rhyming words or repeated phrases in a familiar story, poem, or song;
- c) identify purpose of a fictional text;
- d) answer questions to demonstrate understanding of fictional text;
- e) retell stories, including fables, folktales, and myths from diverse cultures including details from the text;
- f) identify the traits, motivations, or feelings of characters in a story;
- g) identify similarities in the settings of two stories by the same author;
- h) list a progression of a series of events in a fictional text.

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> ◦ 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. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • make generalizations about a character based on that character’s response to a problem, the character’s goal, and what the character says or thinks. • apply knowledge of setting by: <ul style="list-style-type: none"> ◦ identifying the time and place of a story, using supporting details from the text; and ◦ identifying the details that make two settings similar or different. • compare and contrast settings, characters, and events. • identify the author’s purpose (e.g., entertain, inform, persuade). • ask and answer questions about the text to demonstrate understanding. • draw conclusions about text to make meaning. • identify the problem (conflict) and solution, main idea or theme, and supporting details. • use reading strategies to monitor comprehension throughout the reading process by: <ul style="list-style-type: none"> ◦ previewing and making predictions before reading; ◦ asking questions to confirm or refute predictions during reading; ◦ using context to confirm or self-correct word recognition and

3E-CF2 The student will

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UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES																
<ul style="list-style-type: none"> 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: <table border="1" data-bbox="109 917 676 1075"> <thead> <tr> <th>Percentile</th> <th>Fall WCPM</th> <th>Midyear WCPM</th> <th>Spring WCPM</th> </tr> </thead> <tbody> <tr> <td>90</td> <td>128</td> <td>146</td> <td>162</td> </tr> <tr> <td>75</td> <td>99</td> <td>120</td> <td>137</td> </tr> <tr> <td>50</td> <td>71</td> <td>92</td> <td>107</td> </tr> </tbody> </table> <p>Hasbrouck, J.E., & Tindal, G.A., 2006</p> <p>When fully developed, reading <i>fluency</i> 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.*</p>	Percentile	Fall WCPM	Midyear WCPM	Spring WCPM	90	128	146	162	75	99	120	137	50	71	92	107		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understanding, rereading as necessary; becoming aware of when they do not understand (e.g., by reflecting upon and articulating what exactly is causing difficulty); and discussing the story or poem and/or writing a summary after reading. <ul style="list-style-type: none"> learn to differentiate between fiction and nonfiction by distinguishing realism from fantasy, and fact from opinion. read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> practice reading and rereading familiar text that is on their independent reading level to develop fluency, accuracy, and prosody.
Percentile	Fall WCPM	Midyear WCPM	Spring WCPM															
90	128	146	162															
75	99	120	137															
50	71	92	107															
<p>* Wolf, M. & Katzir-Cohen, T. (2001). Reading fluency and its intervention. <i>Scientific Studies of Reading</i>. (Special Issue on Fluency. Editors: E. Kame'enui & D. Simmons). 5, p. 211-238.</p>																		

STANDARD 3E-CN1 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

3E-CN1 The student will

- a) identify individuals, events, or ideas in a familiar informational text;**
- b) match similar parts of two nonfiction texts on the same topic;**
- c) identify events or ideas in a familiar nonfiction text;**
- d) sustain attention to a variety of reading materials reflecting a variety of nonfiction text genre;**
- e) answer *who* and *what* questions to demonstrate understanding of details in a familiar nonfiction text;**
- f) identify the topic of the nonfiction text;**
- g) sequence at least two steps in a procedure or ideas/incidents in an event;**
- h) demonstrate understanding of how images relate to a familiar informational text;**
- i) identify a common element between two nonfiction texts;**
- j) identify similarities of two resources on the same topic.**

<i>UNDERSTANDING THE STANDARD</i> <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. 	<p>All students should</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction. • understand that comprehension requires making, confirming and revising predictions. • understand that they must attend to the details of the text in order to comprehend. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • set a purpose for reading. • use prior knowledge to predict information. • interpret illustrations, such as diagrams, charts, graphs, and maps, to make predictions about the text. • explain how illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify text. • use titles and headings to generate ideas about the text. • skim text for section headings, bold type, and picture captions to help set a purpose for reading. • use print clues, such as bold type, italics, and underlining, to assist in reading. • use information from the text to make and revise predictions.

STANDARD 3E-CN1 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

3E-CN1 The student will

- a) **identify individuals, events, or ideas in a familiar informational text;**
- b) **match similar parts of two nonfiction texts on the same topic;**
- c) **identify events or ideas in a familiar nonfiction text;**
- d) **sustain attention to a variety of reading materials reflecting a variety of nonfiction text genre;**
- e) **answer *who* and *what* questions to demonstrate understanding of details in a familiar nonfiction text;**
- f) **identify the topic of the nonfiction text;**
- g) **sequence at least two steps in a procedure or ideas/incidents in an event;**
- h) **demonstrate understanding of how images relate to a familiar informational text;**
- i) **identify a common element between two nonfiction texts;**
- j) **identify similarities of two resources on the same topic.**

<i>UNDERSTANDING THE STANDARD</i> <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • The main idea is the most important idea from the paragraph or story. • Common graphic organizers include: <ul style="list-style-type: none"> ◦ 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. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • use text features to make predictions, locate information, and answer questions (e.g., illustrations and captions, heading and subheadings, bold and italic print, tables of contents, glossaries, graphs, charts, tables). • use information from a selection to confirm predictions (e.g., return to the text to locate information, support predictions and answer questions). • use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions (e.g., <i>first, second, next</i>). • begin to skim text for information to answer specific questions. • use knowledge from their own experiences to make sense of and talk about a topic, recognizing similarities between: <ul style="list-style-type: none"> ◦ personal experiences and the text; ◦ the current text and other texts read; and ◦ what is known about the topic and what is discovered in the new text. • determine the main idea. • identify the sequence of steps in functional text such as recipes or other sets of directions.

STANDARD 3E-CN1 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

3E-CN1 The student will

- a) identify individuals, events, or ideas in a familiar informational text;**
- b) match similar parts of two nonfiction texts on the same topic;**
- c) identify events or ideas in a familiar nonfiction text;**
- d) sustain attention to a variety of reading materials reflecting a variety of nonfiction text genre;**
- e) answer *who* and *what* questions to demonstrate understanding of details in a familiar nonfiction text;**
- f) identify the topic of the nonfiction text;**
- g) sequence at least two steps in a procedure or ideas/incidents in an event;**
- h) demonstrate understanding of how images relate to a familiar informational text;**
- i) identify a common element between two nonfiction texts;**
- j) identify similarities of two resources on the same topic.**

<i>UNDERSTANDING THE STANDARD</i> <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • follow the steps in a set of written directions (e.g., recipes, crafts, board games, mathematics problems, science experiments). • ask and answer questions about what is read to demonstrate understanding (e.g., who, what, when, where, why, and how). • locate information in texts to answer questions (e.g., use text features to locate and answer questions - headings, subheadings, bold print, charts, tables of contents). • begin to use knowledge of transition words (signal words) (e.g., <i>first</i>, <i>next</i>, and <i>soon</i>), to understand how information is organized. • organize information, using graphic organizers. • write responses to what they read. • reread as necessary to confirm and self-correct for word accuracy and comprehension.

STANDARD 3E-CN2 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

3E-CN2 The student will

- a) answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text;**
- b) identify a detail of a nonfiction text;**
- c) demonstrate an understanding of nonfiction text by connecting a visual element.**

<i>UNDERSTANDING THE STANDARD</i> <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • 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. • <i>Before</i> 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. • <i>During</i> 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. • <i>After</i> 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. 	<p>All students should</p> <ul style="list-style-type: none"> • demonstrate comprehension of nonfiction. • understand that text formats can be used to set a purpose for reading. • demonstrate an understanding of the characteristics of biography and autobiography. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify the author’s purpose (e.g., entertain, inform, persuade). • use prior and background knowledge as context for new learning by: <ul style="list-style-type: none"> ◦ recognizing similarities between their own personal experiences and the text; ◦ recognizing similarities between the text they are reading and other texts they have read; and ◦ recognizing similarities between what they already know about the topic and what they find in the reading that is new to them. • use text formats such as the following to preview, set a purpose for reading, and locate information relevant to a given topic efficiently: <ul style="list-style-type: none"> ◦ content text features, such as headings and chapter layout by topic; ◦ functional formats, such as advertisements, flyers, and directions; ◦ specialized type, such as bold face and italics; and ◦ visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs. • apply understanding of text structure to guide reading by: <ul style="list-style-type: none"> ◦ making predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional; ◦ making predictions based on knowledge of literary forms, such as biography and autobiography; and ◦ identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions.

STANDARD 3E-CN2 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

3E-CN2 The student will

- a) answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text;**
- b) identify a detail of a nonfiction text;**
- c) demonstrate an understanding of nonfiction text by connecting a visual element.**

<i>UNDERSTANDING THE STANDARD</i> <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • gain meaning before, during, and after reading by: <ul style="list-style-type: none"> ◦ asking and answering questions to clarify meaning; ◦ understanding that sometimes two or more pieces of information need to be put together to answer a question; and ◦ understanding that some questions are answered directly in the text. • draw conclusions about what they have read. • summarize major points in a selection. • identify details that support the main idea of a nonfiction selection. • state in their own words the main idea of a nonfiction selection. • compare and contrast the characteristics of biographies and autobiographies. • monitor their comprehension throughout the reading process by: <ul style="list-style-type: none"> ◦ becoming aware of when they do not understand; ◦ identifying exactly what is causing them difficulty; and ◦ generating their own questions to help integrate units of meaning. • use text features to make meaning by: <ul style="list-style-type: none"> ◦ applying phonetic strategies; ◦ using punctuation indicators, such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession; ◦ applying knowledge of simple and compound sentence structures; ◦ knowing when meaning breaks down and then rereading to self-correct; and

STANDARD 3E-CN2 REPORTING CATEGORY: COMPREHENSION-NONFICTION CONTENT: READING

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- a) answer *who* and *where* questions to demonstrate understanding of details in a familiar nonfiction text;
- b) identify a detail of a nonfiction text;
- c) demonstrate an understanding of nonfiction text by connecting a visual element.

<i>UNDERSTANDING THE STANDARD</i> <i>(Teacher Notes)</i>	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ◦ using illustrations to gain information (e.g., maps, photographs). • identify new information gained from reading. • practice reading and rereading familiar nonfiction texts with fluency and accuracy.