

# CCSU Comprehensive Curriculum for Reading Literacy

## Grade Level 3

**Reading Skills and Strategies** (GEs 1-8; Power Standards 1 and 2; Power Indicators 1a, 1b, 2a, 2b, 2c)

**Fluency and Accuracy** (GE 9; Power Standard 3; Power Indicators 3a, 3b, 3c)

**Literary Texts** (GEs 10-11 and 13-15; Power Standard 4; Power Indicators 4a, 4b, 4c, 4d, 4e, 4f)

**Informational Texts** (GEs 12 and 16; Power Standard 5; Power Indicators 5a, 5b, 5c, 5d, 5e)

**Reading Habits** (GEs 17-19; Power Standard 6; Power Indicators 6a, 6b, 6c, 6d, 6e, 6f, 6g)

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## Grade Level 3: Reading Skills and Strategies

### CCSU Power Standards:

**Power Standard #1:** Students read grade appropriate print/text. (Aligns with Vermont Standard: 1.2)

**Power Standard #2:** Students use vocabulary and reading strategies to unlock meaning. (Aligns with Vermont Standard: 1.1)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.1, 1.2	<b>R3: 1 Applies phonological knowledge and skills by...</b> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>	<i>Phonological Awareness</i>	
1.1, 1.2	<b>R3: 2 Demonstrates understanding of concepts of print during shared or individual reading by...</b> <ul style="list-style-type: none"> <li>No GLE at this grade level</li> </ul>	<i>Concepts of Print</i>	
1.1, 1.2	<b>R3: 3 Applies word identification/ decoding strategies by...</b> <ul style="list-style-type: none"> <li>Reading grade-level-appropriate words with automaticity</li> <li>Identifying <u>multisyllabic words</u> (e.g., “pretending,” “discussion”), by using knowledge of sounds, syllable types, or word patterns (including <u>prefixes</u>, <u>suffixes</u>, or <u>variant spellings for consonants or vowels</u>, e.g., “bought”)            EXAMPLES: Students might be asked to match words to words with similar sounds, e.g., “Which word rhymes with the word in the box?” or “Which word has the same vowel sound as the word in the box?”</li> </ul> <p style="text-align: right;">R-3-1.1</p>	<b>Word Identification Skills and Strategies</b> <b>Phonics</b> <b>Fluency/Accuracy</b>	Identify multi-syllabic words using knowledge of sounds, variant spellings, syllable types, or word patterns. (1b)  Identify word parts (syllable, base word. (1a)

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1.1, 1.2	<p><b>R3: 4 Applies context and self-correction strategies by...</b></p> <ul style="list-style-type: none"> <li>Predicting upcoming text, monitoring, adjusting and confirming, through use of print, syntax/language structure, semantics/meaning, or other context cues</li> </ul>	<p><b>Context and Self-Correction Strategies</b></p>	<p>Use strategies to monitor own reading (activating prior knowledge, predicting, using context clues, decoding, self-correcting, rereading, adjusting reading rate, asking questions during read aloud or text reading, and applying knowledge of word structure). (2a)</p>
1.1, 1.2	<p><b>R3: 5 Identifies the meaning of unfamiliar words by...</b></p> <ul style="list-style-type: none"> <li>Using strategies to unlock meaning (e.g., using knowledge of word structure, including <u>prefixes/suffixes</u> and base words, such as “uncovered”; or context clues; or <u>other resources, such as dictionaries, glossaries</u>; or prior knowledge)</li> </ul> <p>R–3–2.1</p>	<p><b>Vocabulary Strategies</b></p>	<p>Use a glossary and the dictionary. (2b)</p>
1.1, 1.2	<p><b>R3: 6 Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by...</b></p> <ul style="list-style-type: none"> <li>Identifying synonyms, antonyms, <u>homonyms/homophones</u>; or categorizing words</li> </ul> <p>R–3–3.1</p> <ul style="list-style-type: none"> <li>Describing words in terms of categories, functions, or features</li> <li>Selecting appropriate words to use in context, including content-specific vocabulary (e.g., “predator/prey”), <u>or words with multiple meanings</u></li> </ul> <p>EXAMPLE (multiple meanings): Students identify the intended meaning of words found in text:          “The word ‘fall’ can mean a time of the year or losing your step. What words from the passage help you to know what ‘fall’ means in this story?”          EXAMPLE (multiple meanings): “The word ‘fall’ has many different meanings. Which sentence below uses the word ‘fall’ to mean a time of the year?          OR Which sentence below uses ‘fall’ with the same meaning as it is used in the poem?”</p> <p>R–3–3.2</p>	<p><b>Breadth of Vocabulary</b></p>	<p>Identify meaning of a word when the word has multiple meanings. (2c)</p>

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1.1, 1.2	<p><b>R3: 7 Uses comprehension strategies (flexibly and as needed) while reading literary and informational text.</b>            EXAMPLES of reading-comprehension strategies might include: using prior knowledge; predicting and making text-based inferences; determining importance; generating literal and clarifying questions; constructing sensory images (e.g., making pictures in one’s mind); making connections (text to self, text to text, and text to world); or locating and using text features (e.g., transition words, subheadings, bold/italicized print, parts of the book)</p>	<i>Comprehension Strategies</i>	
1.1, 1.2, 1.3	<p><b>R3: 8 Demonstrates ability to monitor comprehension and adjust reading rate and strategy use for different types of text and purposes during reading by...</b></p> <ul style="list-style-type: none"> <li>• Sampling a page of text for readability and interest</li> <li>• <u>Previewing text selections</u></li> <li>• <u>Stopping to reread, adjust pace and use other strategies as needed (e.g., making connections, subvocalizing)</u></li> </ul>	<i>Monitoring and Adjusting strategies</i>	

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## Grade Level 3: Fluency and Accuracy

CCSU Power Standards:

**Power Standard #3:** Students read grade level text with fluency and accuracy. (Aligns with Vermont Standard: 1.2)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.2	<p><b>R3: 9 Reads grade-level-appropriate material with:</b></p> <ul style="list-style-type: none"> <li>• <b>Accuracy:</b> reading material appropriate <u>for grade 3</u> with at least 90–94% accuracy (See Appendix for sample titles.)</li> <li>• <b>Fluency:</b> reading with oral fluency rates <u>of at least 90–120</u> words correct per minute</li> <li>• <b>Fluency:</b> reading with phrasing and expression, and with attention <u>to text features, such as punctuation, italics, and dialogue</u></li> </ul>	<b>Accuracy and Fluency</b>	<p>Read material appropriate for the end of third grade with 90 -100% accuracy. (3a)</p> <p>Read grade level text correctly at 90-120 words per minute. (3b)</p> <p>Read grade level text in a way that makes meaning clear, demonstrating phrasing, expression, and attention to text features (including punctuation, italics, dialogue). (3c)</p>

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## Grade Level 3: Literary Texts

CCSU Power Standards:

**Power Standard #4:** Students understand, interpret, and analyze literary text. (Aligns with Vermont Standards: 1.3, 5.11, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.13	<p><b>R3: 10 Demonstrate initial understanding of elements of literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying or describing character(s), setting, problem/ solution, major events, or <u>plot</u>, as appropriate to text R-3-4.1</li> <li><u>Paraphrasing or summarizing key ideas/plot</u>, with events sequenced, as appropriate to text R-3-4.2</li> <li><u>Identifying the characteristics</u> of a variety of types of text (e.g., <b>literary texts</b>: poetry, plays, fairy tales, fantasy, fables, tall tales, or realistic fiction)</li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	<p>Identify character traits and motives, setting, problem/ solution, cause/ effect, and plot. (4a)</p> <p>Summarize key ideas or plot. (4c)</p>
1.3, 5.13	<p><b>R3: 11 Demonstrate initial understanding of author’s craft used in literary texts by...</b></p> <ul style="list-style-type: none"> <li>Identifying literary devices as appropriate to genre: rhyme, <u>alliteration</u>, dialogue, or <u>description</u></li> </ul>	<b>Initial Understanding of Literary Text Comprehension</b>	

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<p><b>1.3, 5.13, 5.11</b></p>	<p><b>R3: 13 Analyze and interpret elements of literary texts, citing evidence where appropriate by...</b></p> <ul style="list-style-type: none"> <li>• Making logical predictions R–3–5.1</li> <li>• <u>Describing</u> main characters’ physical characteristics or personality traits; or <u>providing examples of thoughts, words, or actions that reveal characters’ personality traits</u> R–3–5.2</li> <li>• Making basic inferences about problem, <u>conflict</u>, or solution (e.g., cause-effect relationships) EXAMPLE: “How might the story have been different if...?” R–3–5.3</li> <li>• <u>Identifying the author’s basic message</u> EXAMPLE: “In this story, Jon learned an important lesson about what to do when lost in the woods. What lesson did Jon learn?” R–3–5.5</li> <li>• Identifying possible motives of characters</li> <li>• Recognizing explicitly stated causes or effects</li> </ul>	<p><b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b></p>	<p>Make inferences using evidence (details) from text (passage). (4b)</p> <p>Identify author’s basic message. (4e)</p>
<p><b>1.3, 5.13, 5.11</b></p>	<p><b>R3: 14 Analyze and interpret author’s craft (citing evidence where appropriate) by...</b></p> <ul style="list-style-type: none"> <li>• No GLE at this grade level</li> </ul>	<p><b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b></p>	<p>Interpret and analyze grade-appropriate poetry. (4f)</p>
<p><b>1.3, 5.13, 5.11</b></p>	<p><b>R3: 15 Generates a personal response to what is read through a variety of means by...</b></p> <ul style="list-style-type: none"> <li>• Comparing stories or other texts to related personal experience, prior knowledge, or other books</li> </ul>	<p><b><i>Analysis and Interpretation of Literary Text/Citing Evidence</i></b></p>	<p>Make connections to stories (text to self; text to text). (4d)</p>

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## Grade Level 3: Informational Texts

CCSU Power Standards:

**Power Standard #5:** Students understand, interpret, and analyze informational text. (Aligns with Vermont Standards: 1.3, 5.13)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.3, 5.13	<p><b>R3: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by...</b></p> <ul style="list-style-type: none"> <li>Obtaining information from text features (e.g., <u>table of contents</u>, glossary, <u>basic transition words</u>, <u>bold or italicized text</u>, <u>headings</u>, <u>graphic organizers</u>, charts, graphs, or illustrations)            EXAMPLES: “What words does the author want you to notice on this page? What is the last step of the directions?”            R–3–7.1</li> <li>Using information from the text to answer questions related to explicitly stated <u>central/main ideas</u> or details            R–3–7.2</li> <li><u>Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting or mapping)</u>            EXAMPLE: Given a chart (with headings filled in), students are asked to provide examples from the text to show physical characteristics of two different places or things            R–3–7.3</li> </ul>	<p><b>Initial Understanding of Informational Text Comprehension</b></p>	<p>Gather information and vocabulary from text features (chart, glossary, diagrams, illustrations, table of contents, captions, bold and italicized text, basic transition words, and headings). (5b)</p> <p>Use information (text and/or text features) to answer questions. (5a)</p> <p>Record information to show understanding when given a graphic organizer. (5c)</p>

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	<ul style="list-style-type: none"> <li>Identifying the <u>characteristics</u> of a variety of types of text (e.g., <b>reference</b>: dictionaries, glossaries, children’s magazines, <u>content trade books</u>, <u>textbooks</u>, children’s newspapers; and <b>practical/functional texts</b>: <u>book orders</u>, <u>procedures</u>, <u>instructions</u>, <u>announcements</u>, <u>invitations</u>)</li> </ul>		
<p><b>1.3, 5.13</b></p>	<p><b>R3: 16 Analyze and interpret informational text, citing evidence as appropriate by...</b></p> <ul style="list-style-type: none"> <li>Connecting information <i>within</i> a text EXAMPLE: Combining, comparing, or using information found in both the written text and in a caption in a text R–3–8.1</li> <li>Recognizing generalizations about text (e.g., identifying appropriate titles, <u>assertions</u>, or <u>controlling ideas</u>) R–3–8.2</li> <li>Making basic inferences, drawing basic conclusions, <u>or forming judgments/ opinions about central ideas that are relevant</u> R–3–8.3</li> <li><u>Distinguishing fact from opinion</u> R–3–8.4</li> <li>Making inferences about causes or effects EXAMPLE: “What probably caused the fire to start in the garage?” R–3–8.5</li> </ul>		<p>Make inferences, draw conclusions, or form opinion about a central idea. (5e)</p> <p>Distinguish fact from opinion. (5d)</p>

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## Grade Level 3: Reading Habits

### CCSU Power Standards:

**Power Standard #6:** Students participate as members of a literate community, talking about books, ideas, and writing. (Aligns with Vermont Standards: 1.4, 5.12)

Aligns with Vermont Standards	Vermont Grade Level Expectations <i>Competency Focus</i>	Key Reading Components and Concepts to Emphasize	CCSU Power Indicators <i>Proficiency Focus</i>
1.4	<p><b>R3: 17 Demonstrates the habit of reading extensively* by...</b></p> <ul style="list-style-type: none"> <li>• <u>Reading the equivalent of at least two books a month, including in-school, out-of-school, and summer reading</u></li> </ul> <p><i>* Materials should be at the student's instructional and independent reading levels. The specific number of books should be viewed flexibly and is less important than the extensiveness, duration/time, and frequency of reading.</i></p>	<b>Reading Extensively</b>	
1.4	<p><b>R3: 18 Demonstrates the habit of reading widely and in depth by...</b></p> <ul style="list-style-type: none"> <li>• Reading from at least three different genres/kinds of text and a variety of authors (e.g., <b>literary texts:</b> poetry, plays, fairy tales, fantasy, fables, tall tales, realistic fiction; <b>informational:</b> <u>dictionaries</u>, glossaries, <u>textbooks</u>, children's magazines, children's newspapers, content trade books; and <b>practical/functional texts:</b> procedures, instructions, simple menus, labels, announcements invitations, book orders)</li> <li>• <u>Reading at least the equivalent of four books by an author, about a subject, or in one genre</u></li> </ul>	<b>Reading Widely and In Depth</b>	Self-select reading materials (at appropriate level and interest) representative of 3 or more literary and informational genres. (6a)

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1.4, 5.12	<b>R3: 19 Demonstrates participation in a literate community by...</b> <ul style="list-style-type: none"><li>• Self-selecting reading materials in line with reading ability and personal interests</li><li>• Participating in appropriate discussions about text by offering comments and supporting evidence, and recommending books and other materials</li></ul>	<i>Literate Community</i>	Participate in discussions about text during read-aloud, guided reading, and independent reading. (6b)
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