

Kansas City, Kansas Public Schools Unified District #500
Grade 3 Reading Language Arts Standards

Standard - 1: Reading

The student reads and comprehends text across the curriculum.

Grade 3 Reading Benchmarks

3.1.1 The student uses skills in alphabets to construct meaning from text.

3.1.1.1 uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.

3.1.1.1ex **Instructional Examples: The teacher...**

(a) encourages students to utilize effective self-correction and self-monitoring strategies by prompting students to use visual, semantic and syntactic clues. The teacher prompts may include the following:

- * Does it make sense?
- * Does it sound right?
- * Does it look right?
- * Look at the picture.
- * How does the word start?
- * Can you find a familiar pattern?
- * Reread the sentence.
- * Think about what would make sense and begin with those first sounds.

(This is an on-going process throughout the school year.)

(b) models the cognitive process of identifying meaningful chunks that lead the readers to the pronunciation of the word.

(c) directs students to locate, highlight, and/or record words with a given affix or root.

(d) emphasizes reading harder and longer multi-syllabic words.

3.1.1.2 uses grammar and languages as cues to word identification

3.1.1.3 uses content of text to develop meaning

3.1.1.4 uses self-correction strategies

3.1.2 The student reads fluently.

3.1.2.1 uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at instructional or independent reading levels

3.1.2.1.1ex **Instructional Examples: The teacher...**

(a) provides an opportunity for the students to listen to recorded books, then, has students practice reading the book with a partner.

(b) reads a text ignoring punctuation. The teacher solicits and records student responses to the reading on the board. After discussing these responses, the teacher rereads the book attending to the punctuation and sentence structure. Students then compare the two readings.

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- 3.1.2.2 reads expressively with appropriate pace, phrasing, intonation, and rhythm of speech
- 3.1.2.2.1ex **Instructional Examples: The teacher...**
- (a) models fluent reading using picture books.
 - (b) uses the choral reading and Reader's Theater for students to practice fluent reading.
 - (c) provides opportunity for multiple readings of familiar text.
 - (d) provides reading selections at students' independent reading level for practice in reading expressively
- 3.1.2.3 uses knowledge of sentence structure to read fluently at instructional or independent reading levels
- 3.1.2.3.1ex **Instructional Examples: The teacher...**
- (a) models and guides students to read orally emphasizing phrases and logical groups of words
 - (b) encourages students to monitor his/her own comprehension and act purposefully when comprehension breaks down using strategies such as rereading, searching for clues, and asking for help
- 3.1.2.4 uses a variety of word-recognition strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently
- 3.1.2.4.1ex **Instructional Examples: The teacher...**
- (a) uses word wall games (e.g., Guess My Word?, Word Lotto)
 - (b) has students make a word chain (strips of words on construction paper which have been linked together in a chain) using words from a text or vocabulary from content area. The teacher rehearses the words on the chain with the students and encourages the students to practice the words independently or in pairs
- 3.1.2.5 adjusts reading rate to support comprehension when reading narrative, expository, and technical texts
- 3.1.2.5.1ex **Instructional Examples: The teacher...**
- (a) has students read one paragraph from a science or social studies text and one paragraph from a narrative text and compare how they adjust their reading rate accordingly. Discuss why this adjustment was necessary. Do the same procedure with all text types.
 - (b) models for students how she/he will reread slower(faster) when necessary to obtain meaning.
 - (c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text

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they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (narrative, expository, technical, persuasive). Have students create a chart describing how they adjusted their own reading rate for each type of text.

3.1.3 The student expands vocabulary.

3.1.3.1 expands sight-word vocabulary

3.1.3.1.1ex **Instructional Examples: The teacher...**

(a) uses word walls or word journals.

(b) encourages students to expand word choice in writing.

(c) has students read along with recorded books.

(d) assists the students in writing a song using pre-selected sight words using a tune from familiar songs.

(e) reviews pre-selected sight words which are listed around the school. Then the teacher has the students walk around the school with a pencil and notebook/paper recording the sight words that they find. Students compare their lists.

3.1.3.2 **S** determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs

3.1.3.2.1ex **Instructional Examples: The teacher...**

(a) has the students discuss how they used the surrounding context to discover the meaning of the unknown word.

(b) covers one word in a sentence with colored tape. Students use the rest of the sentence, picture, or paragraph to determine what the word could be and/or mean. The teacher asks students to explain how they knew, what clues the author gave in the text, and what the students already knew.

(c) selects a passage from a story and covers or deletes selected words utilizing the CLOZE method. Students provide the missing word.

(d) reads aloud and pauses periodically to allow students to predict the missing word.

3.1.3.3 identifies and uses synonyms, antonyms, and homophones to determine the meaning of words

3.1.3.3.1ex **Instructional Examples: The teacher...**

(a) has the students complete a graphic organizer comparing synonyms, antonyms, or homophones.

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(b) has students listen to a reading of a text. Then, the students replace previously selected words with antonyms and discuss how it changed the meaning of the text. Can also be done with homographs and homophones.

(c) writes on colored paper the word "Synonym" and on another page the word "Antonym" and writes a list of words on each paper. The teacher places these in the front of the room or on the students' desks. The teacher provides sticky notes to the students. The teacher asks the students to write a synonym for each word on a sticky note. They stick it next to the appropriate word. Repeat the procedure for the antonym list.

3.1.3.4 **S** uses a dictionary (state assessed) or a glossary to determine an appropriate definition of a word

3.1.3.4.1ex **Instructional Examples: The teacher...**

(a) has students attempt to discover the meaning of an unknown word using context, then, locate the word in the dictionary and identify the appropriate definition.

(b) writes unfamiliar words from social studies onto the board. Using the overhead projector, the teacher uses a transparency of the glossary definitions to show the students how to use the glossary for word meaning. Once the definitions are determined, the teacher has the students create a picture collage for each word.

(c) distributes index cards to the students. The teacher pre-selects vocabulary words from a text or from the science or social studies vocabulary list. The teacher instructs the students to write one vocabulary word on a card and the definition on another card (this procedure will be completed for each word and definition). The students use these cards for study guides and to play match up, or memory.

(d) guides the students to use a graphic organizer.

3.1.3.5 **S** determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, root words (state assessed), prefixes (state assessed), suffixes (state assessed))

3.1.3.5.1ex **Instructional Examples: The teacher...**

(a) models using strategies to decode multi-syllabic words using the structural features of such word parts as affixes (e.g., pre-, mis-, and -tion) to aid in word recognition.

(b) relies on examples more than abstract rules. The teacher begins with familiar words and uses these words as examples for more difficult words.

(c) lists similar words and asks students to identify what the words have in common.

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(d) the teacher will write words with a root and an affix (e.g. teacher, kindness, friendly) onto a piece of colored paper. The teacher will divide the class into small cooperative groups. The teacher will ask the groups to identify either the root or the affix. After the group decides upon the answer, a student from the group will race to write the answer on the board. The student finished writing will receive a point for his/her team for finishing to write the correct answer first.

3.1.3.6 identifies the difference between literal and figurative language when reading similes, metaphors, and idioms

3.1.3.6.1ex **Instructional Examples: The teacher...**

(a) has students draw pictures of the literal meaning of the idioms and the inferential meaning.

(b) reads books with figurative language and discusses the meaning of the figurative language and why the author chose to use it.

3.1.4 The student comprehends a variety of texts (narrative, expository, technical, and persuasive).

3.1.4.1 recognizes the differences between narrative, expository, technical, and persuasive texts.

3.1.4.1ex **Instructional Examples: The teacher...**

(a) reads two sections to the class, one narrative and one expository regarding a specific topic/concept. Students discuss the differences between the texts in cooperative group, then, share their ideas with the class.

(b) provides samples of different text types. Students analyze the author's purpose in writing the text.

3.1.4.2 **S** understands the purpose of text features (e.g., title(*state assessed*), graphs and charts(*state assessed*), table of contents(*state assessed*), pictures/illustrations(*state assessed*), boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.

3.1.4.2ex **Instructional Examples: The teacher...**

(a) in science class, using the science text book, has students look through the science text book chapters, reading only the headlines, the first and last sentences of paragraphs, and graphic captions. In small groups, students discuss what they think they will learn from reading the chapter. As a class, student discuss small group findings, compare results, and reinforce the importance of specific text *organizers*.

3.1.4.3 uses prior knowledge and content to make, revise, and confirm predictions

3.1.4.3ex **Instructional Examples: The teacher...**

(a) has the student identify the clues the author has given in the title, pictures, book summary, etc. to make predictions about the text.

(b) guides students during reading to use the text to identify key elements and how they can be used to make predicitions.

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- (c) directs the student to evaluate their own predictions after reading the entire text.
- (d) directs student to explain the reasoning behind their predictions. A T-chart could be used.
- (e) uses graphic organizers such as KWL and prediction maps.
- 3.1.4.4 generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text
- 3.1.4.4ex **Instructional Examples: The teacher...**
- (a) models self-questioning while reading aloud to the students.
- (b) has students read a short amount of text and create two questions that target higher level thinking about the text. Then, continue to read to look for clues and the answers to their questions.
- 3.1.4.5 **S** uses information from the text to make inferences and draw conclusions
- 3.1.4.5ex **Instructional Examples: The teacher...**
- (a) will model the use of a graphic organizer containing two large circles at the top of the page and a rectangle at the bottom (labels in the circles are: In My Head, In The Text, and in the rectangle, Conclusions.). The teacher prepares written checks for the students that are related to a story. The checks are written in sequential order for students to draw conclusions based on the clues they gather from the information on the checks. The teacher provides the students with copies of the checks as he/she reviews the checks on the overhead. The students will write what they predict is the conclusion in the Conclusion rectangle as they read the checks. The students must be allowed to change their answers as new checks and clues are introduced. The students write inferences drawn from the checks onto the circle labeled In My Head. Then the teacher reads the story to the students. The teacher will have the student complete the circle labeled In The Text using information directly stated in the text.
- (b) draws a two-column note form headed "quote from text" and "inferences." Teacher records brief quotes from story and students discuss and record what inferences might come from each quote. A similar chart can be developed using pictures from the text and inference from the pictures.
- (c) models using two-column note form with expository text (e.g., science textbook) by labeling the first column "Facts-Something We Can Observe" and the second column "Inferences-Interpretations". Students are encouraged to visualize information provided by the text and base their interpretations and inferences on those visualizations.
- 3.1.4.6 **S** identifies text structure (e.g., sequence (*state assessed*), problem-solution (*state assessed*), comparison-contrast, description, cause-effect)

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- 3.1.4.6ex **Instructional Examples: The teacher...**
- (a) uses a Venn Diagram to show in graphic form how an author compares and contrasts information in the text.
 - (b) uses a story board graphic organizer to help students sequence story events in chronological order.
 - (c) has the class or cooperative groups discuss the similarities and differences in the text.
 - (d) models use of causal chains.
 - (e) models for students how to synthesize similar and contrasting information in the text to themselves, other texts, and world around them.
 - (f) leads students to compare/contrast different versions of the same fairy tale, similar stories, and/or texts covering the same topic.
 - (g) models use of literary element maps.
 - (h) will have students model clear examples of each text structure.
 - (i) during social studies, uses the weather chart previously developed, to discuss how weather/seasonal changes affect clothing, housing, and/or outdoor recreational choices. The teacher asks student to write a brief account of what choices they would personally make if and when they have to respond to these types of weather/seasonal changes.
- 3.1.4.7 sequences events and information in logical order
- 3.1.4.7ex **Instructional Examples: The teacher...**
- (a) cuts apart paragraphs in a short section and has the students work in pairs or small groups to put them in a logical order.
 - (b) cuts apart sentences and has students work in pairs putting the sentences in logical sequence.
 - (c) model use of story maps with students.
 - (d) divides a story into sections (beginning, middle, end) and distributes the sections after dividing the class into three groups. The students from each group practices reading their section and illustrates their interpretation of the section of the story they have been given. Then the students from the first group reads the beginning part of the story and the other groups illustrate their interpretation as the section is being read. The students from the second group read the middle part of the story and the other groups illustrate their interpretation as the section is being read. The students from the third group read the ending of the story and the other groups illustrate their

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interpretation as the section is being read. Once this has been completed, the teacher displays the drawings around the classroom and reads the entire story to the students. The teachers has the students discuss their pictures and how their illustrations match the story.

(e) during social studies class, has the students brainstorm to make a chart listing the essential elements of a human environment, with a similar chart of plants and another for animals. Compare the common elements. Students draw a successful habitat for humans, plants, and animals, incorporating common elements.

3.1.4.8 **S** compares and contrasts information (e.g., topics, characters) in a text.

3.1.4.8ex **Instructional Examples: The teacher...**

(a) uses character webs with the students to describe characters' action, feelings, and physical characteristics. Students use the web to compare and contrast the characters and then write thoughts/opinions of the characters and connections to other characters/people that they know.

(b) draws a three-column note form and has studnets in science class brainstorm essential elements of the environment for humans, plants, and animals and record them in the appropriate column. Students then compare the common elements.

3.1.4.9 **S** links causes and effects in appropriate-level narrative and expository texts.

3.1.4.9ex **Instructional Examples: The teacher...**

(a) emphasizes terminology such as "because...", "therefore...", "so..." in all content areas.

(b) uses the cause and effect tree graphic organizer to show that one cause can have more than one effect.

(c) models and then directs students to highlight the cause in one color and the effect in another color on a portion of copied text.

(d) leads the students in completing a causal chain with cause/effect lines between attempts.

(e) guides students to generate role-playing scenarios depicting the cause/effect relationships within the text.

(f) provides opportunities for students to explicitly use mental imagery to describe cause/effect relationships within the text.

(g) uses "Because-So" graphic organizers.

3.1.4.10 **S** retells main ideas or events as well as supporting details in narrative and expository texts.

3.1.4.10ex **Instructional Examples: The teacher...**

(a) models how to determine the main idea by using text in

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which the main idea is clear and follows a logical order. Then, progresses to more complex text.

(b) uses graphic organizers that highlight significant details to determine main idea.

(c) has students complete a graphic organizer that identifies the main idea and supporting details, then has students retell the story using the graphic organizer.

3.1.4.11 **S** identifies the topic, main idea(s), and supporting details in appropriate-level texts.

3.1.4.11ex **Instructional Examples: The teacher...**

(a) gives students a main idea and have them generate details that support the main idea.

(b) organizes students in cooperative groups to complete a story map outlining the main idea of the story and providing supporting details. Students then explain why they chose that for main idea and the supporting details.

(c) provides students with the main idea of an expository text. Students read the text to find supporting details that go with the main idea. This task can also be reversed by giving students the details and instructing students to create the main idea statement.

(d) model use of a fishbone graphic organizer to record main idea and supporting details in expository text.

3.1.4.12 explains the author's purpose (e.g., to persuade, to entertain, to inform).

3.1.4.12ex **Instructional Examples: The teacher...**

(a) models thinking about author's purpose in the following two ways: (1) Pre-reading: author's purpose (e.g., to persuade, to entertain, to inform) is related to the type; (2) Post-reading: author's purpose is related to the main ideas of the text.

3.1.4.13 establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).

3.1.4.13ex **Instructional Examples: The teacher...**

(a) emphasizes "before" reading strategies throughout the day in all content areas.

(b) connects prior knowledge skills and strategies with new context and text.

3.1.4.14 distinguishes between fact and opinion in various texts.

3.1.4.14ex **Instructional Examples: The teacher...**

(a) will divide the students into groups. Each group will be given two signs (fact, opinion). The teacher will read a statement. Each group will hold up either the fact or opinion card. This can also be applied to a story the students have read. Statements from the story will be read by the teacher and each group determines if it is a fact or opinion.

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3.1.4.15 Utilize mental picture (imagery) to facilitate understanding of a story

3.1.4.16 Apply monitoring strategies in text when confused (re-read, read ahead, etc)

Standard - 2: Literature

The student responds to a variety of text.

Grade 3 Reading Benchmarks

3.2.1 The student uses literary concepts to interpret and respond to text.

3.2.1.1 **S** identifies and describes characters' physical traits, basic personality traits, and actions.

3.2.1.1ex **Instructional Examples: The teacher...**
 (a) models the use of a Character Map.

(b) models the use of a Character Map. The Character Map will be labeled with the character's name in the middle and the other sections are labeled "What the Character Says and Does," "What Others Think About the Character," "How the Character Looks and Feels," and "How I Feel About the Character." The teacher explains to the students that the Character Map will help them gather details about the Character, how the character looks, thinks, feels, demonstrates what the character says, and what others think about the character. The teacher selects a story containing a very detailed character and actions for the character. After the teacher reads the story to the classroom and after discussion has taken place about the character the teacher and students complete the Character Map. The students illustrate the character and displays the drawings.

3.2.1.2 **S** identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.

3.2.1.2ex **Instructional Examples: The teacher...**
 (a) models literary element maps with the students.

(b) encourages students to locate words/phrases in the story that gives them clues to the setting/time period of the story and discuss why they have chosen those words.

(c) divides the students into small groups and provides them with newspapers, magazines, etc. which contain illustrations or pictures representing the setting. The students use the pictures in a collage and explain their collage to the class or the students can illustrate their interpretation of the setting and share their drawing with the class.

3.2.1.3 identifies plot sequence.

3.2.1.3ex **Instructional Examples: The teacher...**
 (a) uses a "Rising Action" story map to visually show the progression of the plot.

(b) conducts discussions in literature circles explaining the

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- conflicts in a story.
- (c) provides opportunities for the students to role-play the conflicts or problems in a story.
- (d) directs students to refer back to the text to confirm their responses to the conflicts or problems in a story.
- 3.2.2 The student understands the significance of literature and its contributions to human understanding and culture.
- 3.2.2.1 reads to connect personal experiences and ideas with those of other cultures in literature.
- 3.2.2.1ex **Instructional Examples: The teacher...**
- (a) reads a multi-cultural story and has students identify traditional customs from the culture. Students complete a Venn Diagram compare the customs in the text with their own.
- (b) during social studies, uses story mapping to map out the story of a historically significant person's life.
- 3.2.2.2 compares and contrasts various languages, traditions, and cultures found in literature.
- 3.2.2.2ex **Instructional Examples: The teacher...**
- (a) provides a variety of text, multi-media and internet sources for students to use to identify customs from different cultures.
- 3.2.2.3 makes connections between specific aspects of literature from a variety of cultures and personal experiences.
- 3.2.2.3ex **Instructional Examples: The teacher...**
- (a) engages the students in a discussion involving their personal experiences in relationship to the customs of the cultures in the social studies text. The students record their experiences in a double-entry journal.

Standard - 3: Language

Acquire language and demonstrate an understanding of how language develops, works, and changes within and across communities and contexts.

Grade 3 Reading Benchmarks

- 3.3.1 Use developmentally appropriate vocabulary and language structures to express ideas.
- 3.3.1.1 Pick out relevant and irrelevant ideas when classifying.
- 3.3.1.2 Use syllabication generalizations.
- 3.3.1.3 Relate particular concepts to general ideas, using such connectors as: meanwhile, unless, even, if.
- 3.3.1.4 Use figurative language - similes metaphors.
- 3.3.1.5 Use synonyms, antonyms, homographs and homonyms.
- 3.3.2 Develop an awareness that language changes according to the situational or cultural environment.
- 3.3.2.1 Use the conventions of Standard English appropriately.

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- 3.3.2.2 Identify the role that purpose and situation have on choosing appropriate language.