

# What Third Graders are Learning in Reading

(Based on the *Grade Expectations for Vermont Framework of Standards and Learning Opportunities*)

## WORD IDENTIFICATION SKILLS

We are learning to:

- Read Third grade words with ease
- Identify multisyllabic words, prefixes, and suffixes
- Identify the various spellings for consonant and vowel sounds

## CONTEXT and SELF-CORRECTION STRATEGIES

We are learning to:

- Sample a page of text for readability and interest
- Stop to reread or adjust pace as needed
- Self correct
- Use context clues
- Predict upcoming text

## VOCABULARY

We are learning to:

- Select appropriate words to use in context
- Use dictionaries and glossaries
- Read new words by using our understanding of:
  - Word structure
  - Prefixes, suffixes and base words
  - Context clues
  - Synonyms and antonyms
  - Homonyms and homophones

## COMPREHENSION STRATEGIES

We are learning to:

- Use our prior knowledge
- Make logical predictions and tell why the prediction was made
- Make text based inferences about the problem, conflict, or solution (e.g. “How might the story have been different if...?”)
- Ask literal and clarifying questions
- Visualize (e.g. making pictures in one’s mind)
- Compare stories or other texts to personal experiences, prior knowledge, or other books

## **UNDERSTANDING of LITERARY TEXT**

We are learning to:

- Identify and describe character, setting, problem/solution, major events, and plot
- Paraphrase or summarize key ideas or plot
- Describe character's personality traits (using examples from the story of character's thoughts, words, or actions)
- Identify author's basic message
- Identify possible motives of characters
- Recognize explicitly stated causes or effects
- Locate and use text features (e.g. transition words and subheadings)
- Identify characteristics of different types of texts (i.e. poetry, plays, fairy tales, fantasy, fables, and tall tales)
- Understand what authors do to create a story (e.g. rhyming, alliteration, description, or dialogue)

## **UNDERSTANDING of INFORMATIONAL TEXT**

We are learning to:

- Obtain information from text features such as a table of content, glossary, transition words, bold or italicized text, headings, or graphic organizers (e.g. "What words does the author want you to notice on page two?")
- Use explicitly stated information to answer questions about the main idea
- Organize information in charts or graphs to show understanding of text
- Connect information within a text
- Recognize generalizations about a text (e.g. identifying appropriate titles or controlling idea)
- Form judgments or opinions about central ideas that are relevant
- Distinguish fact from opinion
- Make inferences about cause and effect (i.e. "What probably caused the fire to start in the garage?")
- Identify the characteristics of a variety of informational texts (e.g. dictionaries, content trade books, textbooks, procedures, or announcements)