

SPEED S.E.J.A #802

Reading Curriculum
Third Grade

Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
<p>STATE GOAL 1: Read with understanding and fluency. STANDARDS: A. Apply word analysis and vocabulary skills to comprehend selections. BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 1.A.1a Apply word analysis skills (e.g. phonics, word patterns) to recognize new words. 2. 1.A.1b Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials. <p>STANDARDS: B. Apply reading strategies to improve understanding and fluency. BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 1.B.1a Establish purposes for reading, make predictions connect important ideas, and link text to previous experiences and knowledge. 2. 1.B.1b Identify genres(forms and purposes) of fiction, nonfiction, poetry and electronic literary forms. 3. 1.B.1c Continuously check and clarify for understanding(e.g. reread, read ahead, use visual and context clues, ask questions, retell, use 4. 1.B.1d Read ate-appropriate material aloud with fluency and accuracy. <p>STANDARD C: Comprehend a broad range of reading materials. BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 1.C.1a. Use information to form questions and verify predictions. 2. 1.C.1b. Identify important themes and topics. 3. 1.C.1c. Make comparisons across reading selections. 4. 1.C.1d. Summarize content of reading material using text organization (e.g. story, sequence) 5. 1.C.1e. Identify how authors and illustrators express their ideas in text and graphics (e.g. dialogue, conflict, shape, color, and characters) 6. 1.C.1f. Use information presented in simple tables, maps, and charts to form an interpretation. 7. meaningful substitutions). 		
<p>Hear and manipulate the sounds in words.</p> <p>Identify orally words that rhyme</p> <p>Use a combination of word analysis and vocabulary strategies to identify words.</p> <p>Learn and use high frequency root words, prefixes, and suffixes to understand word meaning.</p>	<p>Imitate initial sounds of words Identify letters of the alphabet Make letter-sound matches Beginning sounds to words</p> <p>Read poems, books, songs that have rhyming words. Have students repeat or match rhyming words.</p> <p>Use pictures as clues</p>	<p>Data charts</p> <p>The Work Sampling System Third Grade</p> <p>Developmental Checklist</p> <p>Worksheets</p> <p>tests</p>

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<p>Use synonyms and antonyms to define words</p> <p>Determine the meaning of a word in context when the word has multiple meanings.</p> <p>Use additional resources as applicable to clarify meanings of unfamiliar words.</p> <p>Hear and manipulate the sounds in words.</p> <p>Identify orally words that rhyme</p> <p>Use self-questioning and teacher questioning to promote active reading.</p> <p>Make connections from text to text, text to self, text to world.</p> <p>Differentiate between fact and opinion</p> <p>Paraphrase/summarize information in a text.</p> <p>Read age-appropriate material aloud with fluency and accuracy.</p> <p>Respond to literal questions (Who, What, Where, When?) about reading material</p> <p>Demonstrate understanding of literal meaning of stories by making comments using pictures, words and/or manipulatives.</p> <p>Follow written, pictorial, or symbolic directions through informational and functional texts.</p>	<p>Phonics Word patterns Structural analysis</p> <p>Phonics Word patterns Structural analysis</p> <p>Games Flashcards Worksheets</p> <p>Worksheets Oral exercises Flashcards Games</p> <p>Newspapers Internet Magazines Classroom books Dictionary Classroom discussion</p> <p>Introduce new reading material by tying content into previous knowledge Activate switch to answer literal questions Use book with familiar persons Use book with familiar items (classroom, home, etc...) Point to pictures/objects</p>	<p>Written assignments Class participation</p>

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<p>Compare themes, topics, and story elements of various selections by one author.</p> <p>Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.</p>	<p>Re-enact story using felt board and/or puppets</p> <p>Sequence events in story using pictures</p> <p>Answer "wh" questions using pictures and switches</p> <p>Following steps in recipes for cooking</p> <p>Follow one, two, and three step directions to complete tasks</p> <p>Charts KWL Venn Diagrams Webs Reports Oral discussions</p>	

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STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.
STANDARDS: A. Understand how literary elements and techniques are used to convey meaning.

BENCHMARKS:

1. 2.A.1a. Identify the literary elements of theme, setting, plot and character within literary works.
2. 2.A1b. Classify literary works as fiction or nonfiction.
3. 2.A1c. Describe differences between prose and poetry.

STANDARD B. Read and interpret a variety of literary works.

BENCHMARKS:

1. 2.B.1a. Respond to literary materials by connecting them to their own experiences and communicate those responses to others.
2. 2.B.1b. Identify common themes in literature from a variety eras.
3. 2.B.1c. Relate character, setting, and plot to real-life situations.

<p>Identify characters and setting in story</p> <p>Tell a story with a beginning, middle, and end</p> <p>Develop an understanding between a real person and a cartoon character</p> <p>Exposure to poetry</p> <p>Read a wide range of fiction</p> <p>Identify and compare themes or messages in various selections</p> <p>Identify/compare character's attributes and motives</p> <p>Discuss and respond to a variety of literature (e.g. folktales, legends, myths, fictions, nonfictions and poems)</p>	<p>Match character to character</p> <p>Match picture of setting to setting</p> <p>Use switches to indicate choices</p> <p>Use puppets to act out characters</p> <p>Sequence pictures</p> <p>Answer with verbal cues "What comes next?"</p> <p>Use switches to answer questions</p> <p>Use switches to retell story</p> <p>Compare/contrast between Dora, Bob the Builder, etc... and parents, teachers, classmates, etc...</p>	<p>Charts</p> <p>Data collection</p> <p>Observation</p> <p>Work sampling</p> <p>Maintain attending skills</p>
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<p>Investigate self-selected/teacher-selected literature from a variety of cultures.</p> <p>Re-enact and retell stories, poems, or songs from literary works</p> <p>Make inferences, draw conclusions, make connections from text to text, text to self, text to world.</p> <p>Compare works by the same author</p> <p>Analyze several works that have a common theme</p>	<p>Teacher read various age appropriate poetry</p> <p>Provide age appropriate fiction</p> <p>Trip to library</p> <p>Class chart of total number of novels read</p> <p>Book of the month</p> <p>Oral reading</p> <p>Venn diagrams</p> <p>Webs</p> <p>Oral discussions</p> <p>Worksheets</p> <p>charts</p> <p>compare/contrast chart</p> <p>class discussion</p> <p>study definitions of attributes and motives</p> <p>define attributes and motives in themselves</p> <p>provide samples of a variety of literature</p> <p>oral discussion</p>	

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	charts compare/contrast reports or summaries identify theme/topic/moral apply theme/topic/moral to current society	

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Learner Outcomes (Skills/Concepts)	Suggested Activities and Materials	Assessment/Evidence of Mastery
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STATE GOAL 3: Write to communicate for a variety of purposes.

STANDARD A: Use correct grammar, spelling, punctuation, capitalization, and structure.

BENCHMARKS:

1. 3.A.1 Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.

STANDARD B: Compose well-organized and coherent writing for specific purposes and audiences.

BENCHMARKS:

1. 3.B.1a Use prewriting strategies to generate and organize ideas (e.g. focus on one topic; organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).
2. 3.B.1b Demonstrate focus, organization, elaboration and integration in written compositions (e.g. short stories, letters, essays, reports).

STANDARD C: Communicate ideas in writing to accomplish a variety of purposes.

BENCHMARKS:

1. 3.C.1a Write for a variety of purposes including description, information, explanation, persuasion, and narration.
2. 3.C.1b Create media compositions of productions which convey meaning visually for a variety of purposes.

Identify two parts of a sentence. Identify capital letters Exposure to the eight parts of speech Write fully-developed paragraphs using proper form Use appropriate punctuation Increase knowledge of descriptive words Answer "wh" questions Use prewriting strategies to choose a topic and	Sequence pictures/words cards in correct sentence order Identify capital letter in first name Identify capital letters as beginning of sentence Identify capital letters in community signs/logos Make choices according to attributes (colors, size, etc...) Study and identify parts of speech	Charts Data collection Observation Work sampling Class participation
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Learner Outcomes (Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

generate ideas

Organize paragraphs with a clear beginning, middle and end

Use adjectives and adverbs to enrich written language

Retell a story

Be exposed to narrative and expository writing

Write friendly letters

Use available technology to design, produce, and present compositions and multimedia works

Practice worksheets

Board work

Oral discussion

Identify parts of a paragraph

Worksheets

Oral discussion

Practice paragraphs

Study various forms of punctuation

Identify forms of punctuation

Worksheets

Practice sentences

Board work

Oral discussion Boardmaker pictures of attributes

Sort/matching attribute pictures

Using attribute manipulatives

Activate switches to label attributes

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Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

Activate switches with answers

Choose correct answer from field of two

Point to certain objects in pictures

Webbing

Brainstorming

Listing

Note taking

Outlining

Drafting

Graphic organizer

Drafting

Class generated lists of adjectives and adverbs

Sequence pictures of story

Identify beginning, middle, and end of story through pictures

Activate switches to answer yes/no questions regarding story sequence

Draw pictures

Oral presentations

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Learner Outcomes
(Skills/Concepts)

Suggested Activities and Materials

Assessment/Evidence of Mastery

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Teacher read narrative and expository stories

Study parts of a letter

Class generated samples of greetings and endings

Visual supports

Drafting

Worksheets

Pen pals

Power point

Microsoft word

Tape recording

Video camera

Digital camera

Switches

Drawings

Touch screen

CD's

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<p>STATE GOAL 4: Listen and speak effectively in a variety of situations. STANDARD A: Listen effectively in formal and informal situations. BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 4.A.1a Listen attentively by facing the speaker, making eye contact and paraphrasing what is said. 2. 4.A.1b Ask questions and respond to questions from the teacher and from group members to improve comprehension. 3. 4.A.1c. Follow oral instructions accurately. 4. 4.A.1d. Use visually oriented and auditorily based media. <p>STANDARD B: Speak effectively using language appropriate to the situation and audience. BENCHMARKS:</p> <ol style="list-style-type: none"> 1. 1a. Present brief oral reports, using language and vocabulary appropriate to the message and audience (e.g. show and tell). 2. 1b. Participate in discussions around a common topic. 		
<p>Begin to assess the situation and determine, with limited direction from the teacher, the appropriate level of focus.</p> <p>Demonstrate the ability to listen for different purposes.</p> <p>Effectively ask and answer "wh" questions</p> <p>Follow 1 or 2 step oral directions (Demonstrate comprehension by repeating or paraphrasing and executing a simple set of directions)</p> <p>Record appropriate notes from content of a formal presentation</p> <p>Formulate relevant and focused questions and answers in a variety of settings.</p>	<p>Provide highly motivating activities</p> <p>Start with small groups and shorter time span</p> <p>Practice sitting in chair correctly (trunk forward, two feet on floor, hands in lap)</p> <p>Provide sensory activities as needed</p> <p>Slowly decrease response time to activate switches</p> <p>Activate switches</p> <p>PECS pictures</p> <p>Voice output devices</p> <p>Choose from a choice of two or more pictures to indicate response</p> <p>Manipulatives to make connections</p> <p>Vocalizations</p> <p>Lots of repetition!!!</p>	<p>Checklist</p> <p>Teacher observation</p> <p>Data collection</p> <p>Work sampling</p> <p>Charts</p> <p>Class participation</p>

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<p>Share information with classmates</p> <p>Attend to group activities</p> <p>Distinguish between oral presentations intended to inform, entertain, and to persuade.</p> <p>Organize information for the purposes of informing, entertaining, and persuading</p> <p>Distinguish between positive and negative, verbal and nonverbal communication elements</p> <p>Use notes and outlines</p> <p>Prepare and practice the presentation in advance</p>	<p>Daily routines</p> <p>Picture schedules</p> <p>PECS</p> <p>Object schedules</p> <p>Physical guidance</p> <p>Games (Simon Says)</p> <p>Slowly fade prompts</p> <p>Play musical CD's and videos where the students need to follow directions</p> <p>Practice presentations in the classroom</p> <p>Samples of notetaking</p> <p>Teach main ideas</p> <p>Teach concept of keeping "wh" questions in mind while listening to presentation</p> <p>Focus activities</p> <p>Cooperative learning groups</p> <p>Class discussion</p> <p>Guest speakers</p> <p>Debates</p> <p>Assemblies Activate a step by step switch</p> <p>Pictures</p> <p>Objects/manipulatives</p> <p>Verbal approximations</p> <p>Drawings</p> <p>Activate a step by step switch</p> <p>Pictures</p> <p>Objects/manipulatives</p> <p>Verbal approximations</p> <p>Drawings</p>	

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	<p>Definitions of informative, entertaining, and persuasive presentations Give examples of each through class discussions Graphs, charts, worksheets Sample presentations</p> <p>Teach outlines Definitions of informative, entertaining, and persuasive presentations Give examples of each through class discussions Practice organizational worksheets</p> <p>Teach differences between verbal and nonverbal communication (i.e. space, body language, tone, and volume Watch different people present and discuss the elements involved Teacher demonstrations Class discussion Have each child practice the various elements themselves</p> <p>Teach how to put main ideas only on notes Teach students to memorize main ideas and to only use notes as references Notes should follow outline Use practice articles and have class do outlines Worksheets</p> <p>Have a paper copy of presentation due 2 days before the actual presentation</p>	

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	Have students pair up and practice giving presentations to each other	

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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
STANDARDS A: Locate, organize, and use information from various sources to answer questions, solve problems and communicate ideas.

BENCHMARKS:

1. 5.A.1a Identify questions and gather information.
2. 5.A.1b. Locate information using a variety of sources.

STANDARD B: Analyze and evaluate information acquired from various sources.

BENCHMARKS:

1. 5.B.1a Select and organize information from various sources for a specific purpose.
2. 5.B.1b. Cite sources used.

<p>Formulate questions using aids</p> <p>Use a variety of resources to collect information relevant to a topic</p> <p>Arrange information in an orderly manner</p> <p>Use organizational features of text and available technology to analyze and evaluate information</p> <p>Organize related information under main topics.</p> <p>Distinguish between main ideas and supporting ideas</p> <p>List sources of information selected for use in project</p>	<p>KWL</p> <p>Webbing</p> <p>Graphic organizers</p> <p>Manipulatives</p> <p>Pictures</p> <p>Research topic on internet</p> <p>Books</p> <p>Surveys sent home for family to fill out</p> <p>Go to library and have librarian teach how to use reference books (i.e. table of contents, index, glossary, etc...)</p> <p>Reference books</p> <p>Newspapers</p> <p>Magazines</p> <p>Encyclopedia</p> <p>Interviews</p> <p>Available technology</p> <p>Teach how to do internet search using various search engines and Boolean language</p>	<p>Checklist</p> <p>Teacher observation</p> <p>Data collection</p> <p>Work sampling</p> <p>Charts</p> <p>Class participation</p>
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	<p>Outlining Sequencing Graphic organizers Practice worksheets Go to library and have librarian teach elements of resources: glossary, table of contents, indexes, icons, word search</p> <p>Class discussion</p> <p>Worksheets on using various elements</p> <p>Use outline format</p> <p>Charts</p> <p>Activities to teach how to "weed out" unimportant information</p> <p>Teach correct way to reference sources (e.g. title, author, copyright date)</p>	

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STATE GOAL 5: Use the language arts to acquire, assess and communicate information.
STANDARD C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.
BENCHMARKS:

1. 1a. Write letters, reports, and stories based on acquired information.
2. 1b. Use print, non-print, human, and technological resources to acquire and use information.

<p>Access print, non-print information for written reports, letters, and/or stories.</p> <p>Gather/organize/synthesize information</p> <p>Develop acquired information by using a recognizable format</p> <p>Present information in oral, written and available multimedia forms</p> <p>Use text/graphic aids to present information</p> <p>Use diagrams, charts, or illustrations appropriate to text</p>	<p>Go to library and have librarian teach how to use reference books (i.e. table of contents, index, glossary, etc...)</p> <p>Reference books</p> <p>Newspapers</p> <p>Magazines</p> <p>Encyclopedia</p> <p>Interviews</p> <p>Available technology</p> <p>Teach how to do internet search using various search engines and Boolean language</p> <p>Outlining</p> <p>Sequencing</p> <p>Graphic organizers</p> <p>Use main and supporting ideas</p> <p>Research paper</p> <p>Poem</p> <p>Story</p> <p>Play</p> <p>Letters</p> <p>Oral reports</p> <p>Written reports</p> <p>Powerpoint presentations</p>	<p>Checklist</p> <p>Teacher observation</p> <p>Data collection</p> <p>Work sampling</p> <p>Charts</p> <p>Class discussion</p>
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Suggested Activities and Materials

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Banners
Charts
Reports
Maps
Models
Games
Interviews
Surveys
Powerpoint

Discuss how to interpret diagrams, charts and illustrations
Drawings
Copy from text
Computer generated images