

Semester: 1 Grade Level/Department: 3 Subject: Reading Team Members: Bobbie Maurer/Anne Nibbe

| Standard # | Description                                                                                                                                                            | Example or Rigor                                                                                                                                                                                                                                                                                                                                                                                                                    | Prior Skills Needed                                                                                                                                                                                                                         | Assessment                                                                                                    | When Taught?                 |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------|
| 3.1.A.1    | Students will apply word recognition strategies to decode multi-syllabic words and will read grade-appropriate text with accuracy and fluency.                         | <ol style="list-style-type: none"> <li>1. Read unfamiliar complex and unfamiliar words using advanced phonetic and structural analysis.</li> <li>2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, expression, and intonation.</li> </ol>                                                                                                                                                 | <ol style="list-style-type: none"> <li>1. Phonetics skills</li> <li>2. Knowledge of cues in the written text i.e. commas, periods, and other punctuation marks.</li> </ol>                                                                  | <ol style="list-style-type: none"> <li>1. AIMSweb benchmark tests</li> <li>2. Teacher observations</li> </ol> | Ongoing throughout the year. |
| 3.1.B.1    | The student will use a variety of strategies to expand reading, listening, and speaking vocabularies.                                                                  | <ol style="list-style-type: none"> <li>1. Acquire, understand, and use new vocabulary through explicit instruction and independent reading.</li> </ol>                                                                                                                                                                                                                                                                              | <ol style="list-style-type: none"> <li>1. Phonics skills(for decoding new words)</li> <li>2. Dictionary skills(to find the meaning of new words)</li> </ol>                                                                                 | <ol style="list-style-type: none"> <li>1. Practice pages</li> <li>2. Supplemental materials</li> </ol>        | Ongoing throughout the year. |
| 3.1.C.1    | The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive, and evaluative comprehension. | <ol style="list-style-type: none"> <li>1. Read aloud grade-appropriate text(that has not been previewed) with accuracy and comprehension.</li> <li>2. Recall and use prior learning and preview text, using title, heading, and illustrations to prepare for reading.</li> <li>3. Generate and answer a variety of types of questions to demonstrate understanding.</li> <li>4. Retell, restate or summarize information</li> </ol> | <ol style="list-style-type: none"> <li>1. Given an age appropriate text, the student will use context clues, vocabulary skills, and other reading skills to understand the text and answer a variety of comprehension questions.</li> </ol> | <ol style="list-style-type: none"> <li>1. Practice pages</li> <li>2. Unit tests</li> </ol>                    | Ongoing throughout the year  |

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**Description**—What is the essential standard to be learned? Define in student-friendly vocabulary.

**Example or Rigor**—What does this look like? Provide an example or sample problem.

**Prior Skills Needed**—What knowledge or skills must the student already have in order to master this standard?

**Assessment**—How will student mastery be measured?

**When Taught**—What is the proposed time frame for teaching this standard?

*\*Adapted from Solution-Tree 2009 Reproducibles*

Semester:   2  

Grade Level/Department:   3   Subject:   Reading/Language  

Team Members   Bobbie Maurer/Anne Nibbe  

| Standard #    | Description                                                                                                                   | Example or Rigor                                                                     | Prior Skills Needed                                                                 | Assessment                                       | When Taught? |
|---------------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------|--------------|
| 1.C.5         | Students will infer and identify main idea and determine relevant details in non-fiction text.                                | Read a paragraph and find main idea/supporting details.                              | Find topic sentences.                                                               | Practice pages/unit tests                        | Ongoing      |
| 1.C.7         | The student will follow 3-step written directions.                                                                            | Underline the main verb. Circle the helping verb. Use correct punctuation.           | Sequencing                                                                          | Practice pages/unit tests                        | Jan./Feb.    |
| 1.D.3         | Students will identify/describe patterns of sound such as rhyme/rhythm in poetry.                                             | Find the rhyming words in a poem.                                                    | Rhyming words                                                                       | Supplemental materials                           | Feb./March   |
| 1.D.6         | Identify and determine the meanings of similes and metaphors.                                                                 | Find the sentences with similes or metaphors.                                        | Know what a simile/metaphor is.                                                     | Practice pages/Unit tests                        | Jan./Feb.    |
| 1.D.8         | Students will respond to literature using ideas and details from the text to support reactions and make literary connections. | Answering the question: How did the character feel? Give an example from the story.  | Be able to infer how a character is feeling and what is happening to the character. | Practice pages/Unit tests                        | Feb./Mar.    |
| 1.B.2         | Identify and correctly use antonyms, synonyms, homonyms, and multiple meanings words.                                         | Identify or select a antonym, synonym, or homonym for a given word or in a sentence. | Know the meaning of antonym, etc.                                                   | Practice pages/unit tests/supplemental materials | Ongoing      |
| 1.B.3 & 1.B.4 | Use context clues and knowledge of prefixes and suffixes to determine the meaning of a word.                                  | Determine the meaning of an unknown word in context.                                 | Prefix and suffix meanings                                                          | Practice pages/Unit tests                        | ongoing      |

**Description**—What is the essential standard to be learned? Define in student-friendly vocabulary.

**Example or Rigor**—What does this look like? Provide an example or sample problem.

**Prior Skills Needed**—What knowledge or skills must the student already have in order to master this standard?

**Assessment**—How will student mastery be measured?

**When Taught**—What is the proposed time frame for teaching this standard?