

Reading Organizer Third Grade

Comprehension Reading Skills Objectives: The students will be able to

- Sequence story events
- Summarize a story or paragraph
- Make predications based on evidence from the story
- Complete a story map with the setting, main characters, major events in the story, and ending
- Draw conclusions
- Make inferences
- Identify cause/effect
- Compare and contrast characters, events, and stories
- Identify main ideas and details
- Connect background knowledge to text
- Answer questions in their own words; in complete sentences, and specifically
- Identify author's purpose
- Identify point of view
- Differentiate between fantasy (what could not happen) vs. reality (what could happen) in literature
- Identify fiction and nonfiction
- Identify biographies and autobiographies
- Read a variety of different genre
- Distinguish between fact and opinion

Resource Skills Objectives: The students will be able to

- Use encyclopedias, dictionaries, atlases, and glossaries
- Use a table of contents and index
- Read tables, charts, and graphs

Vocabulary and Decoding Skills Objectives: The students will be able to

- Define new vocabulary words
- Use stems such as pre, post, script, etc. to define new words
- Use phonograms and phonics rules to decode new words
- Use prefixes: re, un, and dis
- Use suffixes: er, or, less, and ly
- Use homophones correctly
- Use contractions and compound words
- Use synonyms and antonyms

Colorado State Standards

Reading and Writing

Standard 1: Students read and understand a variety of materials.

- use comprehension skills
- make connections between reading and what is known
- adjust reading strategies for different purpose
- use word recognition skills and resources
- use information from their reading to increase vocabulary and enhance language usage.

Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

- make predictions, analyze, and draw conclusions
- use reading, writing, speaking, and listening to define and solve problems
- using listening skills to understand directions

Standard 6: Students read and recognize literature as a record of human experience.

- reading, responding to, and discussion a variety of literature such as folk tales, legends, myths, fiction, rhymes and poems, non-fiction, and content-area reading
- reading, responding to, and discussing literature as a way to explore the similarities and differences among stories
- recognizing the concept of classic or enduring literature and reading and listening to classic works
- using literary terminology such as setting, plot, character, problem, and solution
- using new vocabulary from literature in other context

Thinking Framework

- Knowledge – Introduction of skill and practice in isolation
- Patterning – Practice of skill in the context of Reading or literature
- Mental Modeling – Applying the skills in other content areas such as History or Science

Possible activities and Assessments

- Story maps (using Core Knowledge stories read to the class, stories from Open Court, etc)
- Class discussion
- Sequencing events of a story using strips of paper, sentence strips, etc.
- Worksheets on given skills
- Phonogram tests
- Comprehension worksheets for given stories (including various comprehension skills)

- Reading a variety of stories, fiction & nonfiction from *Open Court* Reading books (1989 Editions)
- Reading content related materials out of *History of US*, *Pearson's History & Geography*, *What Your Third Grader Needs to Know*, and individual books on content topics
- Reading novels such as: *A Lion to Guard Us*, *Chocolate Touch*, or *Winnie-the-Pooh* and applying skills previously taught
- Highlighting content related information – ex. main idea of paragraphs on Hopi Indians

Character Education

Foundation stones are discussed when discussion characters in literature and their actions.