



## Third-Grade Behavioral Expectations for Reading

The close relationships among curriculum planning, instruction and classroom were evident in Joan Moser's teaching and interviews. Curriculum planning begins with the standards and performance expectations for students at a specific grade level. There are many ways of expressing grade-level standards, and teachers should be guided by their state, district, or school standards and curriculum.

A sample list of reading skills and competencies for third grade is provided below. These are the areas which teachers need to assess regularly. Note that these define the nature of instructional activities which might be covered over the course of a year.

### Decoding and Reading

- Decodes regular and multisyllable words
- Reads aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation and expression
- Identifies errors in reading and self-corrects
- Increases fluency and sight word recognition on a regular basis

### Vocabulary

- Uses knowledge of prefixes (E.g., un-, re-, pre-, bii, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words
- Uses sentence and word context to find the meaning of unknown words
- Uses a dictionary to learn the meaning and other features of unknown words
- Identifies specific words or word parts that are not understood.

### Comprehension

- Uses titles, tables of content, chapter headings, glossaries and indices to locate information in text
- Asks questions and supports answers by connecting prior knowledge with literal information found and inferred from text
- Recalls and summarizes major points in the text
- Makes, modifies and checks the accuracy of prediction of forthcoming information in the text
- Distinguishes main idea and supporting detail in expository text
- Demonstrates comprehension by identifying answers and significant information in the text

- Distinguishes cause/effect, fact/opinion, main ideas/details and credibility of print and online information
- Examines structure, hypothesis and perspectives of writers and text

### **Motivation**

- Reads voluntarily for own purposes
- Responds to text with oral presentation, book reports, journal writing and dramatization
- Identifies favorite genres and topics from voluntary reading
- Helps other students learn to read