

Alaska State Standards/KGBSD Student Performance Objectives

Third Grade

<i>State Standards Content/Performance</i>	<i>Student Performance Objectives</i>	<i>Extended Learning Options</i>	<i>Assessment</i>
<i>B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.</i>	<i>Listening/Reading and Viewing</i>	<i>Options for students who have acquired basic language arts skills at grade level.</i>	<i>The Gates MacGinitie Reading Assessment is used as a post test measure for each student in the spring. Alaska State Benchmarks is administered..</i>

<p>R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print.</p> <p>R1.6 Read and follow simple directions to complete a simple task.</p> <p>R1.7 Distinguish between common forms of text (genres):</p> <ul style="list-style-type: none"> • Fiction and non-fiction, • Prose and poetry, and • Short story and drama. <p><i>* See leveled book reference.</i></p>	<p>READING</p> <p>I. Reading behaviors</p> <ol style="list-style-type: none"> 1. Read silently daily 2. Select appropriate books independently 3. Recommend books to others 4. Read and follow simple directions to complete a simple task 5. Read from a variety of materials: literature, newspapers, technical manuals, magazines 6. Read frequently in and out of school <ol style="list-style-type: none"> 6.1 Read variety of genres (e.g. fiction, poetry, informational text) 6.2 Reread familiar materials 6.3 Read materials at an increasingly higher level 7. Demonstrate reading fluency <ol style="list-style-type: none"> 7.1 Read primarily in meaningful phrase groups rather than word-by-word 7.2 Preserve phrasing and syntax of the author to convey meaning 7.3 Read with expression 7.4 Read aloud fluently 	<p>Participates in shared and independent reading activities at his/her instructional and independent reading level.</p>	<p>Utilize the SQ3R Method (Survey, Question, Read, Review, and Recite)</p> <p>* Address leveled readers</p>
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<p>R1.1b Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> • Knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns; • Pictures and visual cues; • Sight recognition of high frequency vocabulary words; • Word structure. e.g., root words, prefixes suffixes, rhyming words; • Language structure, e.g., word order, grammar; • Meaning structure, e.g., prior knowledge and context; • Text structure, e.g., read left to right. 	<p>7.5 Recognize words that signal transitions to determine sequence and its contribution to the meaning of a text (e.g. first, finally, in other words)</p> <p>II. Word and Structural Analysis/ Decoding</p> <ol style="list-style-type: none"> 1. Independently integrate main cueing systems in reading, using: <ol style="list-style-type: none"> 1.1 Meaning (context) 1.2 Structure (language) 1.3 Visual phonetic cues 1.4 Own background knowledge 2. Follow appropriate strategies to self-correct: <ol style="list-style-type: none"> 2.1 Read on to gain meaning 2.2 Recognize punctuation cues (period, question mark, exclamation mark, apostrophe, quotations) 2.3 Use sounds and sound patterns as tools to decode words <p>III. Decoding</p> <ol style="list-style-type: none"> 1. Use graphophonic cues (letter/sound correspondence) to identify and pronounce words <ol style="list-style-type: none"> 1.1 Identify known words and figure out unknown words through knowledge of letter combinations and word families 		<p>San Diego Quick Assessment of Reading Ability</p>

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	<p>1.2 Read high frequency words fluently</p> <p>1.3 Decode words using word parts (e.g. root words, prefixes, suffixes)</p> <p>2. Use semantic cues (word meaning in context) to comprehend text</p> <p>2.1 Use word parts to determine meaning (e.g. root words, prefixes, suffixes, compound words, contractions)</p> <p>2.2 Use self-correction strategies when the meaning of a word or passage is not clear (e.g. read on, re-read, try an alternate pronunciation, ask questions, use resources)</p> <p>3. Use syntactic cues (word order/ sentence sense) to monitor and guide their comprehension of text</p> <p>3.1 Use punctuation to guide reading with correct phrasing and emphasis</p> <p>3.2 How the structure contributes to meaning (e.g. initial capital, period, question mark, exclamation mark, comma, paragraph indentation)</p>		

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<p>R1.2a Comprehend literal meaning from text.</p> <p>R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension.</p> <p>R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections.</p>	<p>IV. Vocabulary</p> <p>1. Continue to develop a reading vocabulary (i.e. pronounce and understand new words)</p> <p> 1.1 Determine contextually appropriate meanings of multiple meaning words: (e.g. star in the sky/star in a movie,) homonyms (e.g. rode, road), synonyms (e.g. happy, glad), and antonyms (e.g. happy, sad)</p> <p> 1.2 Determine meaning of new words</p> <p> 1.3 Associate words with new concepts across the curriculum (e.g. seed, stem, soil, plant, germinate)</p> <p>V. Comprehension/Strategies</p> <p>1. Use prior knowledge to make predictions, comprehend new information, and construct meaning</p> <p>2. Make connections between personal experience and print</p> <p> 2.1 Relate new ideas to existing knowledge</p> <p> 2.2 Use illustrations and graphic organizers to access prior knowledge</p> <p> 2.3 Generate questions from the reading</p> <p> 2.4 Discuss ideas related to the text, before, during and after reading</p>		

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	<p>2.5 Synthesize thoughts through writing, drawings, and projects</p> <p>3. Anticipate the flow of events or information</p> <p> 3.1 Predict events in a reasonable sequence</p> <p> 3.2 Use formats, ideas, plots, and elements from previous reading to make predictions</p> <p>4. Verify predictions as the reading continues</p> <p> 4.1 Determine the accuracy of predictions</p> <p> 4.2 Change predictions to fit additional information from the reading</p> <p> 4.3 Make new predictions as information is added</p> <p>5. Use a variety of strategies to comprehend print</p> <p> 5.1 Use context clues to determine the meaning of unfamiliar words</p> <p> 5.2 Re-read to check comprehension</p> <p> 5.3 Use text and illustrations to adjust and confirm meaning</p>		

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<p>R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction.</p> <p>R1.5 Identify the main idea of a passage.</p> <p>R1.11 Identify basic cultural influences in texts.</p> <p>R1.9 Express own opinions about texts.</p>	<p>5.4 Ask questions to check comprehension and clarify meaning</p> <p>6. Develop an interpretation of the text</p> <p>6.1 Identify story elements (e.g. character, plot, setting, solution/ resolution)</p> <p>6.2 Recall details</p> <p>6.3 Identify main and supporting ideas in informational text</p> <p>6.4 Make connections between information in text and historical/current events</p> <p>6.5 Make inferences and draw conclusions</p> <p>6.6 Identify cause/effect or problem/solution in text</p> <p>7. Determine the literal meaning of figurative expressions (similes, metaphors, proverbs, idioms, cliches)</p> <p>8. Critically evaluate the text</p> <p>8.1 Respond to and discuss author's purpose</p> <p>8.2 Discriminate between fact and opinion</p> <p>8.3 Compare and contrast within and between texts (e.g. facts, characters, time frame, setting)</p>		

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	<p>8.4 Select and apply relevant information to new experiences</p> <p>9. Critically evaluate and compare authors, illustrations, themes and books</p> <p>10. Select the appropriate resource for the task (e.g. dictionary for word meaning, encyclopedia for concept information)</p> <p>11. Use different strategies for reading nonfiction:</p> <p> 11.1 Define purpose for reading</p> <p> 11.2 Scan to use table of contents, index, glossary and bold/key words</p> <p> 11.3 Use topic headings and subheadings</p> <p> 11.4 Recognize main ideas</p> <p> 11.5 Interpret data, tables, graphs, and illustrations</p> <p> 11.6 Discriminate between important and unimportant information</p> <p>12. Identify basic cultural influences in texts.</p>		