

3.R.1.1 Students can **decode** using word recognition skills.

Blooms Level: Application

Learning targets to meet this standard:

Use word recognition skills such as:

- use three-letter blends
- use digraphs
- recognize high frequency sight words
- divide words into syllables using vcv and vccv patterns
- identify contractions
- identify root words to which prefixes and suffixes have been added
- use prefixes
- use suffixes
- use abbreviations for the days, months, and titles
- use plurals
- use irregular plurals
- recognize and create compound words
- identify and use vowel combinations and r-controlled vowel patterns

Verbs Defined:

- Decode – take a word apart and use it correctly

Key Terms Defined:

- Word recognition skills – consonant blends, vowel combinations, syllables, prefixes, sight words, root words, suffixes, plurals, irregular plurals, contractions, compound words and r-controlled vowels

Teacher Speak:

Students can decode (take a word apart and use it correctly) using word recognition skills (consonant blends, vowel combinations, syllables, prefixes, sight words, root words, suffixes, plurals, irregular plurals, contractions, compound words and r-controlled vowels).

Student Speak:

I can take a word apart and use it correctly (decode):

- consonant blends
- vowel combinations
- syllables
- root words
- prefixes
- sight words
- suffixes
- plurals
- irregular plurals

- contractions
- compound words
- r-controlled vowels
(word recognition skills).

Possible resources/references:

The King Who Rained by Fred Gwynne

WORKING DOCUMENT

3.R.2.1 Students can **apply** comprehension strategies to read and interpret text.

Blooms Level: Application

Learning targets to meet this standard:

Use comprehension strategies such as:

- prior knowledge to make connections from text-to-self, text-to-text, and text-to-world
- who, what, when, where, and why to question the text
- context clues
- visualize a mental picture to understand the text
- determine what's important in a given text
- summarize
- synthesize
- prediction
- inferring
- sequencing
- following directions
- cause and effect
- compare and contrast

Verbs Defined:

- Apply – show what I know by reading orally and/or silently

Key Terms Defined:

- Comprehension strategies – methods to understand text

Teacher Speak:

Students can apply (show what I know by reading orally and/or silently) comprehension strategies (methods to understand text) to read and interpret text.

Student Speak:

I can show what I know by reading orally and/or silently (apply) to understand text by using methods to understand text (comprehension strategies).

Possible resources/references:

3.R.2.2 Students can fluently read aloud and silently to comprehend text.

Blooms Level: Application

Learning targets to meet this standard:

- Read smoothly with accuracy
- Use phrasing and pacing
- Apply fluency strategies such as skimming, scanning, predicting, using contextual clues, rereading, cross-checking, repeated reading
- Determine purpose for reading
- Self monitor for meaning

Verbs Defined:

Key Terms Defined:

- Fluently – smoothly with phrasing and pacing

Teacher Speak:

Students can read fluently (smoothly with phrasing and pacing) aloud and silently to comprehend text.

Student Speak:

I can read smoothly with phrasing and pacing (fluently) aloud and silently to comprehend text.

Possible resources/references:

3.R.3.1 Students can **identify** and **describe** literary elements and devices in literature.

Blooms Level: Analysis

Learning targets to meet this standard:

- Identify and describe characters, setting, problem, events and solution within one text
- Identify rhyme patterns in poetry
- Identify alliteration

Verbs Defined:

- Identify – tell or explain in writing, speaking and/or drawing
- Describe – show in drawing, writing and/or speaking

Key Terms Defined:

- Literary elements – the commonly accepted structures that contribute to literature
- Literary devices – techniques used by a writer to convey or enhance literature

Teacher Speak:

Students can identify (tell or explain in writing, speaking and/or drawing) and describe (show in drawing, writing and/or speaking) literary elements (structures that contribute to literature) and literary devices (techniques used by a writer to convey or enhance literature) in literature.

Student Speak:

I can tell or explain in writing, speaking, and/or drawing (identify) and show in drawing, writing and/or speaking (describe) structures that contribute to literature (literary elements) and techniques used by a writer to convey or enhance literature (literary devices).

Possible resources/references:

3.R.3.2 Students can **compare** and **contrast** different genres.

Blooms Level: Analysis

Learning targets to meet this standard:

- Compare and contrast fiction and nonfiction text
- Read a poem for meaning
- Identify the lesson in a fable
- Recognize a folktale
- Recognize that a text written about someone's life is a biography

Verbs Defined:

- Compare – show how things are the same by writing and/or speaking
- Contrast – show how things are different by writing and/or speaking

Key Terms Defined:

- Genres – categories of literature

Teacher Speak:

Students can compare and contrast (show how things are the same and different by writing and/or speaking) different genres (categories of literature).

Student Speak:

I can show how things are the same or different by writing and/or speaking (compare and contrast) in different categories of literature (genres).

Possible resources/references:

3.R.4.1 Students can **respond to** ideas and attitudes expressed in multicultural and historical texts by making connections.

Blooms Level: Analysis

Learning targets to meet this standard:

- Make connections to traditions and experiences of other cultures
- Identify the culture of text
- Identify the geographical location of a story
- Identify historical fiction and historical non-fiction
- Identify the facts in historical texts (fiction/nonfiction)

Verbs Defined:

- Respond to – tell, illustrate, or write about

Key Terms Defined:

- Ideas and attitudes – thoughts and feelings
- Multicultural and historical texts – various cultures and time periods
- Connections – text-to-self, text-to-text, text-to-world

Teacher Speak:

The students can respond to (tell, illustrate, or write about) ideas and attitudes (thoughts and feelings) expressed in multicultural and historical texts (various cultures and time period) by making connections (text-to-text, text-to-self, text-to-world).

Student Speak:

I can tell, illustrate, or write about (respond to) thoughts and feelings (ideas and attitudes) expressed in various cultures and time periods (multicultural and historical texts) by using text-to-self, text-to-text, and text-to-world (connections).

Possible resources/references:

3.R.5.1 Students can determine and **utilize** organizational features of text.

Blooms Level: Application

Learning targets to meet this standard:

- Identify the purpose and use of text organizational features
 - Title page, table of contents, glossary and index
 - Diagrams, maps, photos, illustrations, captions, graphs
 - Bold and italics
 - Headings

Verbs Defined:

- Identify – recognize by telling or explaining in writing speaking and/or drawing
- Utilize – make use of

Key Terms Defined:

- Organizational features of text – ways to organize or emphasize text (see glossary)

Teacher Speak:

The student can identify (recognize by telling or explaining in writing, speaking and/or drawing) the purpose and utilize (make use of) organizational features of text (ways to organize or emphasize text).

Student Speak:

I can show what I know by telling or explaining in writing, speaking and/or drawing (identify) and make use of (utilize) ways to organize or emphasize (organizational features of text).

Possible resources/references:

3.R.5.2 Students can **choose** reference materials to **locate** information.

Blooms Level: Application

Learning targets to meet this standard:

- Alphabetize words up to the third letter
- Locate and use text features of a dictionary – guide words, entry words, pronunciation, part of speech and definition
- Select reference material to locate specific information

Verbs Defined:

- Choose – pick or select
- Locate – find

Key Terms Defined:

- Reference materials - atlas, dictionary, encyclopedia, internet, telephone book, magazine, and newspaper

Teacher Speak:

The student can choose (pick or select) reference materials to locate (find) information.

Student Speak:

I can pick or select (choose) reference materials to find (locate) information.

Possible resources/references:

3.R.5.3 Students can **collect** information from two reference materials.

Blooms Level: Application

Learning targets to meet this standard:

- Locate information from various sources
- Use graphic organizers, sticky notes, highlighters and guided note taking
- Discussions to identify essential ideas

Verbs Defined:

- Collect – gather

Key Terms Defined:

- Information – data or facts

Teacher Speak:

The student can collect (gather) information (data or facts) from two reference sources.

Students Speak:

I can gather (collect) data or facts (information) from two reference sources.

Possible resources/references: