

Groveport Madison Local School District
Third Grade Reading Content Standards
Planning Sheets

Standard: Acquisition of Vocabulary

| | | | |
|--------------|--------------|-------------|--------------|
| 1st | 2nd | 3rd | 4th |
| 9 wks | 9 wks | 9wks | 9 wks |

| | | | |
|--|---|---|---|
| A. Use context clues to determine the meaning of new vocabulary. | | | |
| 1. Determine the meaning of unknown words using a variety of context clues, including word, sentence and paragraph clues. | ✓ | | |
| 2. Use context clues to determine the meaning of homophones, homonyms and homographs. | | | ✓ |
| B. Read accurately high-frequency sight words. | | | |
| 4. Read accurately high – frequency sight words | ✓ | | |
| C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning. | | | |
| 5. Apply knowledge of individual words in unknown compound words to determine their meanings. | | | ✓ |
| 6. Use knowledge of contractions and common abbreviations to identify whole words. | | | ✓ |
| 7. Apply knowledge of prefixes, including un-, re-, pre-, and suffixes, including –er, -est, -ful, -less to determine meaning of words. | | ✓ | |
| 8. Decode and determine the meaning of words by using knowledge of root words and their various inflections. | | ✓ | |
| D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings. | | | |
| 3. Apply the meaning of the terms synonyms and antonyms. | ✓ | | |
| E. Use resources to determine the meanings and pronunciations of unknown words. | | | |
| 9. Determine the meaning and pronunciations of unknown words using dictionaries, glossaries and technology and textual features, such as definitional footnotes or sidebars. | | ✓ | |

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Standard: Phonemic Awareness, Word Recognition and Fluency

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| A. Use letter-sound correspondence knowledge and structural analysis to decode words. | | | | |
|--|---|---|--|--|
| 1. Identify rhyming words with the same or different spelling patterns. | ✓ | | | |
| 2. Use letter-sound knowledge and structural analysis to decode words. | ✓ | | | |
| 3. Use knowledge of common word families (e.g., -ite or -ate) and complex word families (e.g., -ould, -ight) to sound out unfamiliar words | | ✓ | | |
| B. Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text. | | | | |
| 4. Demonstrate a growing stock of sight words. | | ✓ | | |
| 5. Read text using fluid and automatic decoding skills. | | ✓ | | |
| 6. Read passages fluently with changes in tone, voice, timing and expression to demonstrate meaningful comprehension. | | ✓ | | |

Groveport Madison Local School District
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Standard: Reading Applications: Informational, Technical and
 Persuasive

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| | | | | | 1st | 2nd | 3rd | 4th |
|---|--|--|--|--|-------|-------|------|-------|
| | | | | | 9 wks | 9 wks | 9wks | 9 wks |
| A. Use text features and structures to organize content, draw conclusions and build text knowledge. | | | | | | | | |
| 1. Use the table of contents, chapter headings, glossary, index, captions and illustrations to locate information and comprehend texts. | | | | | ✓ | | | |
| B. Ask clarifying questions concerning essential elements of informational text. | | | | | | | | |
| 2. List questions about essential elements (e.g., why, who, where, what, when and how) from informational text and identify answers. | | | | | | | ✓ | |
| C. Identify the central ideas and supporting details of informational text. | | | | | | | | |
| 3. Identify and list the important central ideas and supporting details of informational text. | | | | | ✓ | | | |
| D. Use visual aids as sources to gain additional information from text. | | | | | | | | |
| 4. Draw conclusions from information in maps, charts, graphs and diagrams. | | | | | ✓ | | | |
| E. Evaluate two-and three-step directions for proper sequencing and completeness. | | | | | | | | |
| 6. Analyze a set of directions for proper sequencing, clarity and completeness. | | | | | ✓ | | | |

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Standard: Reading Applications: Literary Text

| | | | |
|-------|-------|------|-------|
| 1st | 2nd | 3rd | 4th |
| 9 wks | 9 wks | 9wks | 9 wks |

| | | | | |
|--|---|---|---|---|
| A. Compare and contrast plot across literary works. | | | | |
| 1. Recognize and describe similarities and differences of plot across literary works. | | | | ✓ |
| 3. Retell the plot sequence. | | | ✓ | |
| B. Use supporting details to identify and describe main ideas, characters and setting. | | | | |
| 2. Use concrete details from the text to describe characters and setting. | ✓ | | | |
| C. Recognize the defining characteristics and features of different types of literary forms and genres. | | | | |
| 4. Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction and non-fiction. | | | ✓ | |
| D. Explain how an author's word choice and use of methods influences the reader. | | | | |
| 5. Explain how an author's choice of words appeals to the senses. | | ✓ | | |
| 7. Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language). | | | ✓ | |
| E. Identify the theme of a literary text. | | | | |
| 6. Identify stated and implied themes. | | | ✓ | |

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Standard: Reading Process: Concepts of Print, Comprehension Strategies, and Self-monitoring Strategies

1st
9 wks

2nd
9 wks

3rd
9wks

4th
9 wks

| A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text. | | | | |
|--|---|---|---|--|
| 1. Establish a purpose for reading (e.g., to be informed, to follow directions or to be entertained). | | ✓ | | |
| 6. Create and use graphic organizers, such as Venn diagrams or webs, to demonstrate comprehension. | ✓ | | | |
| B. Make predictions from text clues and cite specific examples to support predictions. | | | | |
| 2. Predict content, events and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text. | | | ✓ | |
| C. Draw conclusions from information in text. | | | | |
| 4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate. | ✓ | | | |
| 5. Make inferences regarding events and possible outcome from information in text. | | ✓ | | |
| D. Apply reading skills and strategies to summarize and compare and contrast information in text, between text and across subject areas. | | | | |
| 3. Compare and contrast information in texts and across subject areas. | | | | |
| 4. Summarize texts, sequencing information accurately and include main ideas and details as appropriate. | | | ✓ | |
| 9. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others). | | ✓ | | |
| E. Demonstrate comprehension by responding to questions (e.g., literal, informational and evaluative). | | | | |
| 7. Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media. | ✓ | ✓ | ✓ | |
| F. Apply and adjust self-monitoring strategies to assess understanding of text. | | | | |
| 8. Monitor comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on or looking back. | ✓ | | | |
| 10. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task). | ✓ | | | |