



<b>Standards for Reading</b>		
	<b>Literature &amp; Fiction</b>	<b>Informational &amp; Nonfiction</b>
<b>Key Ideas &amp; Details</b>	Third grade readers ask and answer questions to demonstrate understanding—referring to the text explicitly when doing so. They retell stories, including fables, folktales, and myths from diverse cultures, and determine their central message, lesson, or moral—explaining how it is conveyed through details in a text. In addition, third grade readers describe characters’ traits, motivations, or feelings and can explain how a character’s actions contribute to the story’s events.	Third grade readers ask and answer questions to demonstrate understanding of a text, referring to the text explicitly as basis for their answers. They determine the main idea and recount the key supporting details of a text. Third grade readers describe the connection between a series of historical events, scientific/mathematical ideas or concepts, or steps in technical procedures in a text. They use language that pertains to time, sequence, and cause/effect.
<b>Craft &amp; Structure</b>	Third grade readers determine the meaning of words and phrases as they are used in a text and can distinguish between literal and figurative language. They identify the common structural elements of fiction and distinguish their own point of view from that of a text’s narrator and/ or characters.	Third grade readers determine the meaning of both general academic and content-specific words and phrases. They use a variety of text features and search tools to locate information efficiently. Third grade readers distinguish their own point of view from the author’s.
<b>Integration of Knowledge &amp; Ideas</b>	Third grade readers explain how illustrations contribute to what is conveyed by the words in a story. They compare and contrast stories by the same author and/or books in a series.	Third grade readers use information from illustrations and graphics to demonstrate understanding. They describe connections between parts of a text—referring to common structures such as comparison, sequencing, and cause/ effect. Third graders compare and contrast the important points presented in two texts on the same topic.
<b>Range of Reading &amp; Text Complexity</b>	Third grade readers self-select appropriate texts for independent reading across a variety of genres, cultures, and perspectives. They read appropriate texts with accuracy, fluency, and comprehension.	Third grade readers independently read appropriate informational texts with accuracy, fluency, and comprehension including history/social studies, science, mathematical, and technical texts.

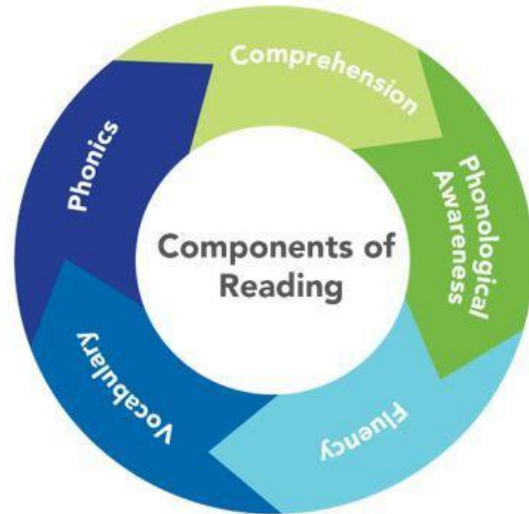
<b>Foundational Literacy Skills</b>	
<b>Phonics and Word Recognition</b>	Third grade readers know and apply grade-level phonics and word analysis skills. They decode multisyllable words and read grade-appropriate irregularly spelled words. Third graders identify and know the meaning of the most common prefixes and suffixes. They decode words with common Latin suffixes.
<b>Fluency</b>	Third graders read appropriate texts with sufficient accuracy to support comprehension. They apply text-appropriate rate, phrasing, and expression when reading prose or poetry orally. Third grade readers self-correct when their reading doesn’t make sense.



### Structures for Learning

During reading instructional time, students and teachers may be engaged in...

- Whole class direct & explicit instruction
- Small group direct & explicit instruction
- Flexible grouping
- Skill and Strategy Grouping
- Interactive read-aloud for oral language
- Shared and performance reading.
- Reader's Response writing
- Independent work, including centers/stations
- Partner reading & Independent reading
- Teacher or peer conferencing



Florida Center for Reading Research

### A Multi-Tiered System of Support for Literacy (MTSS)

Pentucket's MTSS for Literacy is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.



Tier 1 Instruction is the general education curriculum that is delivered to all students. This instruction uses the structures for learning listed above with the district approved curriculum resources. Literacy Instruction for 3rd Grade occurs in a 90 minute block with a combination of whole class and flexible small group instruction on the 5 Components of Reading.

Tier 2 and Tier 3 Instruction occurs in the 90 minutes of classroom time with focused flexible groups taught by the general education teachers, special education teachers, and Reading or Title I teachers but also may occur in additional time, beyond the 90 minutes in small group pull-out sessions. This instruction focuses on specific skills and needs of students that are behind and likely to hinder progress without focused

intervention.

Benchmark assessments are given 3 times per year to help make decisions on which students need which type and level of intervention. Progress Monitoring data is regularly collected on students receiving interventions so school staff can measure its effectiveness and adjust as needed.

# Pentucket Regional School District

## Reading & Literacy Curriculum Guide

Grade 3



### PRSD Curriculum Tools and Resources

#### Grade 3

Component of Reading	Tool or Resource	Methodology
Phonics	Linguistics - 7 Syllable study	<ul style="list-style-type: none"> <li>• Whole class explicit skill instruction.</li> <li>• Small group direct and explicit skill reteaching and guided practice</li> <li>• Independent and collaborative practice</li> </ul>
Phonological Awareness	Linguistics - 7 Syllable Study	<ul style="list-style-type: none"> <li>• Whole class explicit skill instruction.</li> <li>• Small group direct and explicit skill reteaching and guided practice</li> <li>• Independent and collaborative practice</li> </ul>
Vocabulary	Wit + Wisdom, Oral Language Work, Read Aloud	<ul style="list-style-type: none"> <li>• Direct Oral Language instruction</li> <li>• Read Alouds</li> <li>• Independent and collaborative practice</li> <li>• Explicit vocabulary and content knowledge instruction</li> <li>• Vocabulary “deep dives”</li> <li>• Engagement with complex texts</li> </ul>
Comprehension	Wit + Wisdom	<ul style="list-style-type: none"> <li>• Shared core texts with whole class</li> <li>• Direct and explicit whole class instruction</li> <li>• Knowledge building content instruction</li> <li>• Small group Targeted Instruction</li> <li>• Independent reading and collaborative practice</li> <li>• Listening Stations</li> <li>• Written response to reading</li> <li>• End of Module Tasks</li> <li>• Literature circles</li> </ul>
Fluency	Repeated Readings, Wit + Wisdom & Decodable texts (including Geodes)	<ul style="list-style-type: none"> <li>• Small Group direct instruction</li> <li>• Partner reading</li> <li>• Repeated readings</li> <li>• Formal and informal fluency performances</li> </ul>

# Pentucket Regional School District

Reading & Literacy Curriculum Guide

Grade 3

