



## Literacy Expectations-Third Grade

---

- **Third graders read every day.** Students should write or talk about what they are reading on a daily basis. Books for 3rd grade students should include a variety of genres as well as a focus on novels with complex characters, figurative language, and complex plots. The goal for 3rd grade students is to secure a habit of monitoring their understanding as they read, as well as breaking up more complex texts as they are reading into smaller segments. Their stamina for independent reading should increase to 25-30 min.
- **Third graders write every day.** They write about personal experiences and develop expository pieces that include main ideas that are at least somewhat supported. Students also revise by re-reading to make sure their message makes sense and edit for conventions. Their stamina for independent writing increases to 25-30 minutes or longer.
- **Reader's and Writer's Workshop:** Each of these workshops lasts approximately one hour. The following format should be used during each workshop.
  - **Opening:** (10-15 min) A short reader's craft lesson where a target skill/strategy based on the TEKS is explicitly taught by the teacher. Students then practice briefly with teacher support.
  - **Work Period:** (30-50 min) Students practice target skill/strategy in partners and/or independently. Teacher pulls small reading/writing groups and confers with individual students to address specific needs. The remainder of the class practices the target skill/strategy from the opening.
  - **Closing:** (5-10 min) Teacher and students debrief about the target skill/strategy practiced in the work period. Students often show their work from reader's or writer's notebooks while discussing their understanding and application of the target skill/strategy.
- **Reading & Writing Journals:** Students record comments and thoughts about daily reading based on reader's craft lesson topics. Possible journal entries include progress towards reading goal(s), responses to independent reading, and/or reflections over shared reading. Through the use of journal writing students are provided daily opportunities to review and make connections in learning, improve communication skills, practice correct grammar, and encourage creativity.
- **Guided Reading:** Guided Reading is an instructional practice designed to meet the needs of all levels of readers. It provides students an opportunity to problem solve while reading for meaning. The teacher works with a small group of students who are reading at or about the same text level and who have similar needs GISD teachers use district approved resources to make informed decisions about how to best support each student's development of strategic literacy processing.
- **Book Clubs:** Book Clubs is an instructional practice whose purpose is to get students excited about reading as well as deepen their comprehension. It consists of 4-6 students reading the same text, corresponding texts, texts on the same topic, or by the same author. Students should be practicing strategies, responding to the text, then meeting with their book club group for enriching discussions that will enhance their comprehension.

- **Reading and Writing Conferences:** Conferences are short interactions between a teacher and an individual student or group of students during the work period of Reader’s/Writer’s Workshop. During conferences, teachers check on student progress, work to meet students’ individual learning needs, and work with students to set learning goals.
- **Browsing Boxes/Book Bags:** The purpose of the Browsing Boxes/Book Bags is to provide students with texts in which they can engage in independent reading. These books are chosen by the student and/or teacher, with emphasis on student self-selection. Each student should have texts from various genres.
- **Reading/Writing Workshop Bridge** is a daily routine in which the teacher models academic vocabulary, word study, and reading like a writer while incorporating grammar, handwriting, and phonics/spelling skills.

Grade Level Reading Expectations build from the TEKS Curriculum Framework. They reflect best practices and current research, providing rigorous expectations with clearly defined statements of what students should know and be able to do as they progress through elementary school.

Grade	Third Grade Literacy Mastery Expectations	
<b>R E A D I N G</b>	<b>Pearson Literacy Benchmark- My View</b> <ul style="list-style-type: none"> <li>• BOY <math>\geq</math> 70%</li> <li>• MOY <math>\geq</math> 80%</li> <li>• EOY <math>\geq</math> 90%</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>• understand and be able to apply the specific academic vocabulary associated with literary and informational reading</li> </ul>
	<b>Pearson Literacy Benchmark- Mi visión</b> <ul style="list-style-type: none"> <li>• BOY <math>\geq</math> 70%</li> <li>• MOY <math>\geq</math> 80%</li> <li>• EOY <math>\geq</math> 90%</li> </ul> <b>Word Recognition</b> <ul style="list-style-type: none"> <li>• Reads 400+ high frequency words (Fry’s/District’s)</li> </ul> <b>Reading Levels</b> <ul style="list-style-type: none"> <li>• BOY DRA2/EDL2 - 30+</li> <li>• MOY DRA2/EDL2 -34+</li> <li>• EOY DRA2/EDL2 - 38+</li> </ul> <b>Oral Fluency Levels</b> <ul style="list-style-type: none"> <li>• BOY =95+ wcpm</li> <li>• MOY =115+ wcpm</li> <li>• EOY= 123+ wcpm</li> </ul>	<b>Comprehension</b> <ul style="list-style-type: none"> <li>• establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)</li> <li>• think critically/inferentially about different types of texts</li> <li>• make connections –at different levels of depth and complexity –both within and across texts</li> <li>• understand what makes a thematic or meaningful connection between texts</li> <li>• understand the difference between effective text evidence and flawed text evidence</li> </ul>

**W  
R  
I  
T  
I  
N  
G**

Students regularly write one-page essays on a variety of topics. Both narrative and expository topics are explored. Students can effectively use an introduction with a central idea and end with a strong concluding sentence. Correct conventions are used within sentences.

- K-2 language conventions are applied accurately and automatically.
- Capitalization and punctuation are used to mark simple and compound sentences.
- Fragments and run-on sentences are recognized and revised.
- Comas are use to separate items in a series

**ELA**

- Apostrophes are used in simple and complex contractions.
- Spells multi-syllable words, with and without suffixes, that have predictable patterns
- consistent, accurate spelling of K-3 sight words, grade level vocabulary, and academic language

**SLA**

- "Sangrías"
- Words that have a prosodic or orthographic accent on the last syllable (palabras agudas), second-to-last syllable (palabras graves) and third-to-last syllable (palabras esdrújulas)
- Words commonly used in questions and exclamations and verbs in the simple past in the indicative mode (marking accents appropriately)
- Abbreviations (e.g., Sr., Dra.)
- consistent, accurate spelling of K-3 sight words, grade level vocabulary, and academic language

Students write daily. A minimum of 3 responses each six weeks grading period are used to monitor and assess students' writing progress. Throughout the year students will demonstrate the following proficiencies:

1. Write imaginative stories that build the plot to a climax and contain details about the characters and setting
2. Write short poems that convey sensory details using conventions of poetry
3. Write about important personal experiences
4. Create brief compositions that (i) establish a central idea in a topic sentence, (ii) include supporting sentences with simple facts, details and explanations, (iii) contain a concluding statement
5. Write letters whose language is tailored to the audience and purpose and use appropriate conventions
6. Write responses to literary or expository texts that demonstrate an understanding of the texts.

# Guide for Reading Workshop: Grades K-3

LITERACY BLOCK	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p><b>READING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group, partner or independent reading/writing, guided reading/writing, and literacy stations</li> <li>❑ Comprehension strategy instruction</li> <li>❑ Reading <i>To</i> Children               <ul style="list-style-type: none"> <li>○ Read aloud</li> <li>○ Reading demonstration</li> <li>○ Interactive read aloud</li> <li>○ Shared writing</li> </ul> </li> </ul>	<p><b>Reading Workshop:</b> Whole group craft lesson followed by partner/independent reading and reading conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Read To</b> (Read Aloud)/ <b>Read With</b> (Shared Reading): Teacher and/or students read aloud in order to build background, develop vocabulary and literary concepts, and explore expository text structure.</li> <li>❑ <b>Read With/Read By (Guided Reading):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> </ul>
<p><b>GUIDED READING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Independent Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p>	<p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Reading <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive read aloud</li> <li>○ Shared reading</li> <li>○ Guided reading</li> <li>○ Reading Workshop</li> <li>○ Reading conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Reading <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided reading</li> <li>○ Partner/independent reading</li> <li>○ Reading Workshop</li> <li>○ Literature circles</li> </ul> </li> <li>❑ Literacy Stations               <ul style="list-style-type: none"> <li>○ Authentic reading &amp; writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❑ <b>Read By (Independent Daily Reading):</b> Students silently read books on independent levels and respond accordingly, depending on teacher directions.</li> <li>❑ <b>Literacy Stations (to also include Science/Social Studies):</b> Students work independently to practice skills.</li> </ul>
<p><b>REFLECTION</b></p> <p><i>Whole Group</i></p>	<p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>	<p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing reading/writing selections, or thinking about growth as readers and writers. This may happen in whole group discussions, small groups, or through independent responses in literacy journals.</p>

*For a comprehensive overview of Balanced Literacy, please reference the [GISD K-6 Elementary Literacy Framework Booklet](#).*

# Guide for Writing Workshop: Grades K-3

This tool is for organizing instruction in a writing workshop approach. It is a guideline for arranging schedules and integrating the curriculum components into the instructional day. The schedule is flexible, allowing for numerous variations in content, student groupings, daily time frames, and the level of teacher-directed instruction.

BLOCKS	THE TEACHING/LEARNING STRUCTURE INSTRUCTIONAL DELIVERY COMPONENTS	
<p><b>WRITING CRAFT LESSON</b></p> <p><i>Whole Group Instruction</i></p> <p><b>I Do</b></p>	<p><b>10-15 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Whole group, partner or independent writing, shared writing, and writing stations</li> <li>❑ Specific skill or strategy instruction</li> <li>❑ Writing With Children               <ul style="list-style-type: none"> <li>○ Writing-read aloud</li> <li>○ Writing demonstration</li> <li>○ Interactive write aloud</li> </ul> </li> </ul>	<p><b>Writing Workshop:</b> Whole group craft lesson followed by partner/independent writing and writing conferences.</p> <ul style="list-style-type: none"> <li>❑ <b>Write To (Write-Aloud)/ Write With (Shared Writing):</b> Teacher and/or students write aloud in order to build background, develop writing structure to include revising and editing.</li> <li>❑ <b>Write With/Write By (Guided Writing):</b> Using teacher-selected text, the teacher works with small, flexible groups of students to develop comprehension and fluency of increasingly difficult texts.</li> <li>❑ <b>Write By (Independent Daily Writing):</b> Students write on independent levels and respond accordingly, depending on teacher directions. Students develop and maintain a proofreading consciousness that reflects pride in the quality of their work.</li> <li>❑ <b>Literacy/Writing Work Stations:</b> Students work independently to maintain skills.</li> </ul>
<p><b>INDEPENDENT WRITING</b></p> <p><i>Small Group Instruction/ Guided Practice</i></p> <p><i>Intervention</i></p> <p><b>We Do/ You Do</b></p>	<p><b>30-50 minutes</b></p> <ul style="list-style-type: none"> <li>❑ Writing <i>With</i> Children               <ul style="list-style-type: none"> <li>○ Interactive write aloud</li> <li>○ Shared writing</li> <li>○ Guided writing</li> <li>○ Writing workshop</li> <li>○ Writing conferences</li> <li>○ Intervention</li> </ul> </li> <li>❑ Writing <i>By</i> Children               <ul style="list-style-type: none"> <li>○ Guided writing</li> <li>○ Partner/independent writing</li> <li>○ Writing workshop</li> <li>○ Partner Share-Pair Share</li> </ul> </li> <li>❑ Literacy/Writing Work Stations               <ul style="list-style-type: none"> <li>○ Authentic writing practice</li> <li>○ Independent work time</li> <li>○ Intervention</li> </ul> </li> </ul>	<p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing writings elections, or thinking about growth as writer. This may happen in whole group discussions, small groups, or through independent written responses.</p>
<p><b>REFLECTION</b></p> <p>Whole Group</p>	<p><b>5-10 minutes</b></p> <p>(Whole class/individual/conferences)</p>	<p><b>Reflection:</b> Students reflect on their own learning by discussing how they applied a skill or process, sharing writings elections, or thinking about growth as writer. This may happen in whole group discussions, small groups, or through independent written responses.</p>

*For a comprehensive overview of Balanced Literacy, please reference the **GISD K-6 Elementary Literacy Framework Booklet.***