

## GUSD Third Grade Reading

- **R.L.- Reading Literature Standards**
- **R.F.S.-Reading Foundational Skill Standards**
- **R.I.-Reading Informational Standards**

Reading Sequence	Standards (Priority)	I can statements...	Examples
<b>R.L. 3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can stop while reading to ask and answer questions	<ul style="list-style-type: none"> <li>• Describe Characters                             <ul style="list-style-type: none"> <li>○ their motivation</li> <li>○ feelings</li> <li>○ traits</li> </ul> </li> <li>• Lesson or Moral</li> <li>• Plot</li> <li>• Sequence of Events</li> <li>• Summarize</li> </ul>
<b>R.F.S. 3.4</b>	Read with sufficient accuracy and fluency to support comprehension.	I can read grade level text with expression and understand what I read.	<ul style="list-style-type: none"> <li>• Self-correct</li> <li>• Use context clues to figure out unfamiliar words</li> <li>• Pause for punctuation</li> </ul>
<b>R.I. 3.1</b>	Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.	I can stop while reading to ask and answer questions.	<ul style="list-style-type: none"> <li>• Questions to ask &amp; Answer                             <ul style="list-style-type: none"> <li>○ Main idea</li> <li>○ Key details</li> <li>○ Sequence of events</li> <li>○ Cause and effect</li> </ul> </li> </ul>
<b>R.I. 3.10</b>	By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	I can read and comprehend all kinds of informational texts.	

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Reading Sequence	Standards (Supporting)	I can statements...	Examples
<b>R.L. 3.2</b>	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	I can recount (retell) stories from diverse cultures using details and use them to understand the main idea.	<ul style="list-style-type: none"> <li>• Retell story</li> <li>• Main details</li> <li>• Supporting details</li> </ul>
<b>R.L. 3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	I can describe character's feelings, traits, or emotions in a story. I can explain how a character's actions affect the sequence of events.	<ul style="list-style-type: none"> <li>• Feelings, traits, motivations</li> <li>• Sequence of events</li> </ul>
<b>R.L. 3.4</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can figure out the meaning of words and phrases in a story. I can separate literal from nonliteral language.	<ul style="list-style-type: none"> <li>• Literal vs. figurative</li> <li>• Use context clues to figure out unknown words</li> </ul>
<b>R.L. 3.5</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	I can use proper terms to name parts of text. I can describe how the parts build upon each other.	<ul style="list-style-type: none"> <li>• Chapter, scene, stanza</li> </ul>
<b>R.L. 3.6</b>	Distinguish their own point of view from that of the narrator or those of the characters	I can compare my point of view to that of the narrator or characters	<ul style="list-style-type: none"> <li>• Author point of view</li> <li>• Personal views/beliefs</li> </ul>

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<b>R.L. 3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	I can explain how illustrations support the text.	<ul style="list-style-type: none"> <li>• Mood</li> <li>• Setting</li> <li>• Aspects of characters</li> </ul>
<b>R.L. 3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	I can compare and contrast themes, settings, and, plots of stories that have something in common, such as the same author.	<ul style="list-style-type: none"> <li>• Themes</li> <li>• Settings</li> <li>• Plots</li> </ul>
<b>R.L. 3.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	I can read and comprehend grade-level fiction texts.	
<b>R.F.S. 3.3</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A- Identify and know the meaning of the most common prefixes and derivational suffixes.            B-Decode words with common Latin suffixes.            C-Decode multi-syllable words. D-Read grade-appropriate irregularly spelled words</p>	<p>I can use word study and phonics skills to decode words.</p> <p>a. I can identify the most common prefixes and suffixes.            b. I can decode word with common Latin suffixes.            c. I can decode multisyllabic words            d. I can read irregularly spelled words</p>	<ul style="list-style-type: none"> <li>• Most common prefixes/suffixes</li> <li>• Common Latin Suffixes</li> <li>• Decode multisyllabic words</li> <li>• Irregularly spelled words</li> </ul>
<b>R.I. 3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can tell the main idea and supporting details of a text.	
<b>R.I. 3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	I can describe the relationship between ideas using key words to show time, sequence, and cause and effect.	<ul style="list-style-type: none"> <li>• Show time</li> <li>• Sequence</li> <li>• Cause and effect</li> </ul>

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<b>R.I. 3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	I can figure out the meaning of words and phrases in informational text.	
<b>R.I. 3.5</b>	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can use text features and search tools to locate important information.	<ul style="list-style-type: none"> <li>• Keywords</li> <li>• Sidebars</li> <li>• Hyperlinks</li> </ul>
<b>R.I. 3.6</b>	Distinguish their own point of view from that of the author of a text.	I can tell the difference between my own point of view and the author's point of view in informational text.	
<b>R.I. 3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I can use text and visuals to help me understand a topic.	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Photographs</li> </ul>
<b>R.I. 3.8</b>	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can use sentences and paragraphs to figure out the text structure.	<ul style="list-style-type: none"> <li>• Compare/contrast</li> <li>• Cause/effect</li> <li>• First/second/third in a sequence.</li> </ul>
<b>R.I. 3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic	I can compare and contrast two informational texts on the same topic.	