|  |  |
| --- | --- |
| **Essential Understandings** | * Effective readers engage in behaviors that contribute to the understanding and enjoyment of becoming lifelong learners while attending to accuracy, fluency, comprehension, expanded vocabulary and purpose. |
| **Essential**  **Questions** | * What are the behaviors that contribute to effective reading? * What are the phonics, word analysis skills, grammar and language conventions students need to read and speak with accuracy, fluency, and comprehension? |
| **Essential Knowledge** | * Readers have a personal responsibility to choose behaviors that contribute to effective reading. * Collaborative discussions follow agreed-upon rules. * Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose. * There are a variety of ways to respond to a text. * Grade-level vocabulary, language conventions and mechanics contribute to proficient reading and speaking. |
| **Vocabulary/Content** | * “Good Fit” book, comprehension, fluency, accuracy, vocabulary, stamina, pacing/rate, predicting, visualization, schema, connections, text, expression, focus, author’s craft, collaborate, discussion, strategy, illustrate, illustrator, illustration, author, dictionary, thesaurus, literal, non-literal, figurative speech |
| **Essential**  **Skills** | * Maintain focus and stamina by choosing a quiet location, having appropriate materials, and reading in a ‘whisper voice’, or silently and independently. * Engage in collaborative discussions by following predetermined rules such as be prepared, listening, respecting others’ opinions, taking turns, and contributing. * Respond to reading in a variety of ways. * Decode multi-syllable words. * Read grade-appropriate irregularly spelled words. * Read on-level text with purpose and understanding. * Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. * Ask questions to check understanding of information presented, stay on a topic, and link their comments to the remarks of others. * Explain ideas and understanding in light of discussion. * Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. * Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understanding pace; add visual displays when appropriate to emphasize or enhance certain facts or details. * Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification * Produce simple, compound, and complex sentences. * Choose words and phrase for effect. * Recognize and observe differences between the conventions of spoken and written Standard English. * Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. * Acquire and use grade-level vocabulary. * Demonstrate mastery of grade level appropriate foundational and language skills.See Appendix:3BRH |
| **Related Maine Learning Results** | Foundational Skills—Grade 3   * F.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.  1. Identify and know the meaning of the most common prefixes and derivational suffixes. 2. Decode words with common Latin suffixes. 3. Decode multi-syllable words. 4. Read grade-appropriate irregularly spelled words.  * F.3.4 Read with sufficient accuracy and fluency to support comprehension.  1. Read on-level text with purpose and understanding. 2. Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   Speaking and Listening – Grade 3   * SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 tops and texts, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   2. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion.   3. Ask questions to check understanding of information presented, stay on a topic, and link their comments to the remarks of others.   4. Explain their own ideas and understanding in light of discussion. * SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. * SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. * SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understanding pace; add visual displays when appropriate to emphasize or enhance certain facts or details. * SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification   Language—Grade 3  L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * 1. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.   2. Form and use regular and irregular plural nouns.   3. Use abstract nouns (e.g., childhood).   4. Form and use regular and irregular verbs.   5. Form and use the simple (e.g., *I walked: I walk: I will walk*) verb tense.   6. Ensure subject-verb and pronoun-antecedent agreement.\*   7. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.   8. Use coordinating and subordinating conjunctions.   9. Produce simple, compound, and complex sentences.   L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * 1. Choose words and phrase for effect.\*   2. Recognize and observe differences between the conventions of spoken and written standard English.   L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content,* choosing flexibly from a range of strategies.   1. Use sentence-level context as a clue to the meaning of a word or phrase. 2. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). 3. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). 4. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.   L.3.5 Demonstrate understanding of word relationships and nuances and word meanings.   1. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). 2. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). 3. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).   L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. |
| **Sample**  **Lessons, Learning Activities, and Strategies** | * Grade level expectation: read at home 100 min/wk * Monthly home book projects * CAFÉ model and related lessons * Book discussions * Book groups * Read alouds * Reader’s Theater/poems * Read and write different types of poetry * Read and write from various points of view * Reading response journals * Recording/evaluating themselves reading |
| **Sample**  **Classroom**  **Assessment**  **Methods** | DRA 2  AIMSweb  Constructed Responses/ comprehension questions  Reading journals  Informal observation  Conferencing  Goal setting |
| **Sample**  **Resources** | * Publications:   + *The CAFÉ Book*   + *Daily Five*   + *Teaching Children to Care (The Responsive Classroom)*   + *The First Six Weeks (The Responsive Classroom)* * Videos:   + “Choosing Good Fit Books” |