

PARENT GUIDE

GRADE THREE READING CURRICULUM

DIOCESE OF CLEVELAND

Below is a list of the skills your child will be taught in Grade Three.

As parents, you are encouraged to support the work of your child’s teacher in helping your child acquire each of these skills.

Capacities of the Literate Individual	
	They demonstrate independence.
	They build strong content knowledge.
	They respond to the varying demands of audience, task, purpose, and discipline.
	They comprehend as well as critique.
	They value evidence.
	They use technology and digital media strategically and capably.
	They come to understand other perspectives and cultures.
Reading: Foundational Skills	
Phonics and Word Recognition	
	Know and apply grade-level phonics and word analysis skills in decoding words.
	Identify and know the meaning of the most common prefixes and derivational suffixes.
	Decode words with common Latin suffixes.
	Decode multisyllable words.
	Read grade-appropriate irregularly spelled words.
Fluency	
	Read with sufficient accuracy and fluency to support comprehension.
	Read grade-level text with purpose and understanding.
	Read grade-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.
Reading: Literature	
Key Ideas and Details	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	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.
	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Craft and Structure	
	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
	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.
	Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas	
	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).
	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).
Range of Reading and Level of Text Complexity	
	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.
Reading: Informational Text	
Key Ideas and Details	
	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	Determine the main idea of a text; recount the key details and explain how they support the main idea.
	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.
Craft and Structure	
	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
	Distinguish their own point of view from that of the author of a text.
Integration of Knowledge and Ideas	
	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).
	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
	Compare and contrast the most important points and key details presented in two texts on the same topic.
Range of Reading and Level of Text Complexity	
	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
Speaking and Listening	
Comprehension and Collaboration	
	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
	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.
Presentation of Knowledge and Ideas	
	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Writing	
Text Types and Purposes	
	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
Production and Distribution of Writing	
	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

