



CAMP HILL SCHOOL DISTRICT
3rd Grade: Reading Standards for Literature

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Key Ideas and Details

BIG IDEAS:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How do questions help us understand text?</p> <p>What is the important message in this story? How is the important message shown?</p> <p>How does a character contribute to this story?</p>	<ol style="list-style-type: none"> 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers 2. 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. 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. 	<p>1. Read Aloud: Strategies like: using think aloud strategy to model orally and predicting. Shared Reading: Strategies like: Think-Pair-Share, predicting, student generated questions, discussion. Guided Reading: oral (discussion) or written responses to teacher/student initiated questions citing evidence from text Independent Reading: Informal oral discussion or written response</p> <p>2. Read Aloud: Use think aloud strategy to model orally. Shared Reading: model summarizing a story with the whole group (i.e. graphic organizer, written paragraph) Guided Reading: Mark text to show support of central idea (i.e. graphic organizer, sticky notes), oral discussion Independent Reading: Written response</p> <p>3. Read Aloud: Use think aloud strategy to model orally. Shared Reading: Model graphic organizer (i.e. character map), oral discussion Guided Reading: Oral discussion, written response, graphic organizer Independent Reading: Written response, graphic organizer</p>	<ol style="list-style-type: none"> 1. Written/Oral Responses (i.e. comprehension checks, Reading Response journals, discussion), Selected Response (End-of-Unit test), DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students) 2. Written response, oral discussion, reflective journals, long term project, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students) 3. Visual Product (i.e. character map, Wordle, Prezi), Written Response, Oral Performance, Student Demonstration, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students) 	<ol style="list-style-type: none"> 1. A variety of texts, Response Journals, Comprehension questions, Scholastic tests, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students) 2. A variety of texts, Response Journals, graphic organizers, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students) 3. A variety of texts, Response Journals, graphic organizers, computer, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)



CAMP HILL SCHOOL DISTRICT
3rd Grade: Reading Standards for Literature

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Craft and Structure

BIG IDEAS:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How can you use context clues to find the meanings of words or phrases?</p> <p>How can you break apart a story into its parts to better understand it?</p> <p>What is your opinion of the story?</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>5. 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.</p> <p>6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>4. Read Aloud: Model using think aloud strategy of context clues Shared Reading: Develop vocabulary through a vocabulary notebook/writing context sentences, whole group discussion of vocabulary applications, figurative language instruction Guided Reading: Vocabulary word work including figurative language and use of context clues.</p> <p>5. Shared Reading Model/instruct about the various parts of different kinds of text (including defining terms and the use of poetry and plays) Guided Reading: Demonstrating the use of correct vocabulary in oral and written responses.</p> <p>6. Read Aloud: Oral discussion of point of view Shared Reading: Share group opinions (i.e. Come up with several opinions and do a class survey; Think Pair Share etc.) Guided Reading: Group discussion about their opinion Independent Reading: Write a critique using their viewpoint</p>	<p>4. Selected Response, Written Response, Word Games, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)</p> <p>5. Oral Performance, Selected Response, Written Response, Reflective Journals, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)</p> <p>6. Written/Oral Response, 4Sight, PSSA</p>	<p>4. A variety of text (i.e Amelia Bedelia books), Computer (i.e. Quizlet), DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)</p> <p>5. A variety of text (including poetry books and plays), Activity pages to demonstrate understanding of story parts, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)</p> <p>6. A variety of text, response journals, 4sight, PSSA</p>



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3rd Grade: Reading Standards for Literature

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Integration of Knowledge and Ideas

BIG IDEAS:

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
<p>How can the pictures help us understand the story?</p>	<p>7. Illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>7. Shared Reading: picture walk and discuss mood/setting/characters Guided reading: oral and written discussion of stories and application to the story</p>	<p>7. Discussion (whole group, small group, think-pair-share), written response</p>	<p>7. Variety of text with illustrations, Response journal</p>
<p>How are these author's stories similar? How are they different?</p>	<p>8. (Not applicable to literature)</p> <p>9. 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).</p>	<p>9. Read Aloud- use think aloud strategy to model orally Shared Reading- model use of Venn Diagram (or other graphic organizer) after reading text whole group, same author text Guided Reading- oral (discussion) or written (graphic organizer) responses to teacher/student initiated questions citing evidence from text, same author text Independent Reading- student reading journal to respond to prompt citing evidence from text, same author text</p>	<p>9. Written Response (2 paragraph), Long term book project from same author, Comparison Chart</p>	<p>9. Multiple texts from same author, graphic organizer (story elements, Venn Diagram), Response Journal, Hit Series Unit</p>



CAMP HILL SCHOOL DISTRICT
3rd Grade: Reading Standards for Literature

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Range of Reading Level and Text Complexity

BIG IDEAS:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
What do good readers do to understand different types of literature?	10. 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.	10. Read aloud- use different types of literature at the high end of grade 3 Shared/Guided/Independent Reading- oral or written responses to different types of literature	10. Selected Response, Written/Oral Response, Long Term projects, informal and formal observations, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)	10. A variety of text, Response Journals, graphic organizers, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)



CAMP HILL SCHOOL DISTRICT

3rd Grade: **Reading Standards for Informational Text**

COLLEGE AND CAREER READINESS ANCHOR STANDARD:

Key Ideas and Details

BIG IDEAS:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How do questions help us understand informational text?	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<p>1. Read Aloud: Strategies like: using think aloud strategy to model orally and predicting. Shared Reading: Strategies like: Think-Pair-Share, predicting, student generated questions, discussion. Guided Reading: oral (discussion) or written responses to teacher/student initiated questions citing evidence from text Independent Reading: Informal oral discussion or written response</p>	<p>1. Written/Oral Responses (i.e. comprehension checks, Reading Response journals, discussion), Selected Response (End-of-Unit test), DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)</p>	<p>1, 2 and 3. Nonfiction text (i.e. Social Studies text, Science books, Guided Reading Non-fiction books, Weekly Reader/ Newspaper, Computer Research), Response Journal, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students) Science FOSS kits: Human Body, Water, Physics of Sound, Levers and Pulleys</p>
How do the main idea and details help me to understand the text?	2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<p>2. Read Aloud: Think aloud strategy to model orally main idea and details Shared Reading: model use of main idea and details graphic organizer (Fishbone or content map) Guided Reading: : oral (discussion) or written responses to teacher/student initiated questions citing evidence from text Independent Reading; reading response entry in a journal</p>	<p>2. Written/Oral Response (summary), Visual Project, Long Term project (guided reading book), PSSA, 4Sight, DRA2 (Tier 2 students)</p>	
How can I use transition words to help me summarize what I read?	3. 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.	<p>3. Read Aloud/Shared Reading: model the use of story map to show sequential events Guided Reading/Independent Reading: written graphic organizer, written or oral response (i.e. summary of reading using transition words) Science Units: response sheets, shared reading with Science books, lab sheets</p>	<p>3. Written/Oral Response, Reading Response Journals, Science response sheets/lab sheets</p>	



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BIG IDEAS:

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How can I use context clues to figure out the meaning of unknown words?	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	<p>4. Read Aloud: Model using think aloud strategy of context clues Shared Reading: Develop vocabulary through a vocabulary notebook/writing context sentences, whole group discussion of vocabulary applications Guided Reading: Vocabulary word work including use of context clues</p>	4. Selected Response, Written Response, Word Games, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)	4. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, Weekly Reader/ Newspaper, Computer Research), LFS Vocabulary notebook (includes word, definition, sentence), Cloze Activities, Study guides, Scholastic Vocabulary worksheets, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)
How do I find the important information in a text?	5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<p>5. Shared Reading/Guided Reading: Oral discussion and use of content area and nonfiction text Independent Reading: Research and model/independent structured outline</p>	5. Informal Observation, Written outlines, reports	5. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, Weekly Reader/ Newspaper, Computer Research)
What is your opinion about this article?	6. Distinguish their own point of view from that of the author of a text.	<p>6. Read Aloud: Oral discussion of point of view Shared Reading: Share group opinions (i.e. Come up with several opinions and do a class survey; Think Pair Share etc.), model fact/opinion strategies Guided Reading: Group discussion about their opinion, model fact/opinion strategies Independent Reading: Write a critique using their viewpoint</p>	6. Written/Oral Response, Fact/Opinion T-charts	6. Response Journal, Graphic Organizers, Weekly Reader, Newspaper, Fact/Opinion T-chart



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BIG IDEAS:

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
How can I use illustrations to help me understand the text?	7. 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).	<p>7. Read Aloud: Oral discussion of the picture.</p> <p>Shared Reading: Group discussion including written responses/graphic organizer (i.e. grid map, water cycle, owl pellets, sound, mapping, diagrams)</p> <p>Guided Reading: Group discussion with independent written responses/graphic organizer</p> <p>Independent Reading: Response journal using illustrations from text</p>	7. Written/oral response, student demonstration	7. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, Weekly Reader/ Newspaper, Computer Research), maps, graphs, photographs
What skills do I use to understand the text?	8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence.	8. and 9. Read Aloud: Model a variety of ways to record thinking (post-it notes, graphic organizers and highlighting)	8. Written response, oral discussion	8 and 9. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, Weekly Reader/ Newspaper, Computer Research), Response Journal, Graphic Organizers.
How are these two texts alike and different?	9. Compare and contrast the most important points and key details presented in two texts on the same topic.	<p>Shared Reading: Oral/written retell, graphic organizer</p> <p>Guided Reading: Record thinking (i.e. post-it notes, graphic organizers and highlighting), oral discussion/written responses</p> <p>Independent Reading: Written response, Response journals</p>	9. Written/Oral response, graphic organizers	



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BIG IDEAS:

10. Read and comprehend complex literary and informational texts independently and proficiently.

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
What do good readers do to understand different types of informational text?	10. 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.	10. Read aloud - use different types of informational text at the high end of grade 3 Shared/Guided/Independent Reading - oral or written responses to informational text	10. Selected Response, Written/Oral Response, Long Term projects, informal and formal observations, DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)	10. Nonfiction text (i.e. Social Studies text , Science books, Guided Reading Non-fiction books, Weekly Reader/ Newspaper, Computer Research), Response Journal, Graphic Organizers (story maps, timelines), DIBELS, PSSA, 4Sight, DRA2 (Tier 2 students)



CAMP HILL SCHOOL DISTRICT

3rd Grade: **Reading Standards for Foundational Skills**

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

BIG IDEA: Phonics and Word Recognition

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
What strategies do I use to read unknown words?	<p>3. 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.</p> <p>b. Decode words with common Latin suffixes.</p> <p>c. Decode multisyllable words.</p> <p>d. Read grade-appropriate irregularly spelled words.</p>	<p>3. Guided Reading/Independent Reading: vocabulary/word work</p>	<p>3. Oral performance (i.e. Reader's Theatre), student demonstration, formal and informal observation, DIBELS, DRA2 (Tier 2 students), word sorts, sound webbing, Weekly Spelling Test, Daily Edit</p>	<p>3. Progress Coach books, Building Words books/letters, Word Ladders, Word puzzles/games (i.e. Apples to Apples, Buzz Word, Scrabble Jr., Banana Grams, Smart Exchange lessons, Quizlet), DIBELS, DRA2, Daily Edit, Spelling lists *ADD SPECIFIC LISTS</p>



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BIG IDEA: Fluency

Essential Questions	CC Focus for Instruction	Planned Learning Experiences/ Instructional Strategies	Assessments	Resources
What does a good reader sound like?	4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	4. Read Aloud: Model what a good reader sounds like Guided Reading: Practice oral reading skills (i.e. choral reading, Reader's Theatre, poetry, text from novel, reading own work) Independent Reading: Practice for individual performances/self assessments	4. Oral performance (i.e. Reader's Theatre, poems), student demonstration, formal and informal observation, DIBELS/progress monitoring, DRA2 (Tier 2 students)	4. Guided Reading novels, poetry books, scripts, Garageband for recording students' reading, DRA2 (Tier 2 students), DIBELS/progress monitoring, whisper phones