

Developing lifelong learners and global citizens

<b>School Division:</b> Lower School	<b>Title of Course:</b> 3 <sup>rd</sup> Grade Reading Quarter 1 <b>Length of Course:</b> 1 year	<b>Program Syllabus prepared by:</b> Mr. Benjamin Conte
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<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can I apply reading strategies to my own reading to ensure deeper comprehension?</li> <li>• How can I relate to the literature I read to my own experiences and understanding?</li> <li>• What connections can I make between the literature I read and the world around me?</li> <li>• What importance does literature have in forming my understanding of the world?</li> </ul>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Students will:</li> <li>• learn and apply five basic comprehension strategies to their personal reading. These strategies include predicting, questioning, clarifying, summarizing and evaluating.</li> <li>• gain deeper knowledge of English vocabulary, grammar and phonetics through teacher led read alouds and class discussions.</li> <li>• demonstrate reading comprehension through written responses and teacher led discussions.</li> <li>• learn personalized vocabulary based on individual student needs.</li> <li>• show understanding of a variety of literary texts based on their own interests through individual reading, group discussions and writing.</li> <li>• compare the literature they read to other literary works and their own personal experiences.</li> </ul>
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Standard 5: Uses the general skills and strategies of the reading process.		
Benchmark	Description	Evidence of Mastery
5.1	Preview Text (e.g., skims materials; uses pictures, textual clues, and text format)	Students were consistently instructed to read the back of the books, skim, and use pictures to assist in comprehension. They now do this without prompt.
5.2	Makes, confirms, and revises simple predictions about what will be found in a text (e.g., uses prior knowledge and ideas presented in text, illustrations, titles, topic sentences, key words, and foreshadowing clues.	Students made daily predictions about what will happen next both in their personal reading and the teacher led narrative. They practiced basing their predictions on prior knowledge of the book or text previewing.
5.6	Uses word reference materials (e.g., glossary, dictionary, thesaurus) to determine the meaning, pronunciation, and derivation of unknown words.	Students practiced using dictionaries to discover the meaning of new words. As they read the students would record unfamiliar words, define the words using dictionaries and then use them in original sentences.
5.11	Uses personal criteria to select reading material (e.g., personal interest, knowledge of others and genres, text difficulty, recommendations of others.	Students practiced the five finger method for choosing literature, which helps them choose books just right for their level. Students learned to identify level of difficulty by size of font, and frequency of illustrations. Students also learned to look for books by authors they liked.
Standard 6: Uses reading skills and strategies to understand and interpret a variety of literary works.		
Benchmark	Description	Evidence of Mastery
6.3	Understands the basic concept of plot (e.g., main problem, conflict, resolution, cause-and-effect)	After many teacher lectures and class discussions students were able to identify on a consistent basis the story elements in the narratives they had chosen to read as well as the books we read as a class.
Standard 7: Uses Reading skills and strategies to understand and interpret a variety of informational texts.		
Benchmark	Description	Evidence of Mastery
7.5	Summarizes and paraphrases information in texts (e.g., includes the main idea and significant supporting details of a reading selection)	Students read personal choice books and then summarized the stories, choosing the most important parts to share with their peers. They did this in both orally and in writing.
Standard 8: Uses listening and speaking strategies for different purposes.		
8.2	Asks questions in class (e.g., when he or she is confused,	As part of the five basic reading strategies students were taught

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	to seek others' opinions and comments)	to ask questions about their reading. This was transferred to other areas of class such as discussions and lectures.
8.3	Responds to questions and comments (e.g., gives reasons on support of opinions, responds to other's ideas)	Students were often asked verbal questions about the literature they were reading and expected to respond with evidence to demonstrate reading comprehension. They also frequently did this in small groups.

### Grading:

Student Grades will be determined by the following:

- Teacher observation
- Student work
- Student effort
- Student progress

### Resources

Literature Resources:

The Mouse and the Motorcycle, Beverly Cleary

You Can't Eat Your Chicken Pox, Amber Brown, Paula Danzinger

Superfudge, Judy Blume

Grammar Resources:

Houghton Mifflin Reading Grade 3

# Escuela Las Morochas

ciudad Ojeda, Venezuela

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Additional Teacher Comments:



2010-2011  
The Year of the Horse