

**Grade 3**  
**Reading Academic Standards – End of Year**  
**School District of Fort Atkinson**

<b>Conceptual Strand</b>	<b>Skills</b>
Word-Solving Strategies	<p><b>At instructional level O or P and:</b></p> <ul style="list-style-type: none"> <li>▪ Uses a variety of word-solving strategies to understand unfamiliar words such as:               <ul style="list-style-type: none"> <li>✓ applying knowledge of letter-sound relationships</li> <li>✓ analyzing word structures</li> <li>✓ using context clues</li> </ul> </li> </ul>
Oral Reading	<ul style="list-style-type: none"> <li>▪ Attends to meaning</li> <li>▪ Reads aloud with grade-appropriate fluency, accuracy and expression</li> <li>▪ Some rereading or word-by-word reading to problem solve</li> <li>▪ Often attends to phrasing and punctuation</li> </ul>
Reading Strategies	<p><b>At instructional level O or P and:</b></p> <ul style="list-style-type: none"> <li>▪ Responses (oral &amp; written) demonstrate strategy use and clear understanding</li> <li>▪ Comprehends by using strategies such as:               <ul style="list-style-type: none"> <li>✓ activating prior knowledge</li> <li>✓ establishing purpose</li> <li>✓ making predictions</li> <li>✓ finding context clues</li> <li>✓ developing visual images</li> <li>✓ applying knowledge of text structures</li> <li>✓ making connections</li> <li>✓ asking questions</li> <li>✓ determining importance</li> <li>✓ synthesizing information</li> </ul> </li> <li>▪ Demonstrates effective behaviors such as:               <ul style="list-style-type: none"> <li>✓ self-correcting &amp; self-monitoring</li> <li>✓ rereading</li> <li>✓ adjusting reading rate according to purpose and difficulty</li> </ul> </li> </ul>
Summarization	<p>Using a variety of literature, informational texts, and other print sources, student:</p> <ul style="list-style-type: none"> <li>▪ Retells main events/ideas and details</li> <li>▪ Identifies cause-and-effect relationships</li> <li>▪ Makes connections (text-text, text-self, etc.) as grade appropriate</li> <li>▪ Responses are oral and written</li> </ul>
Making Inferences	<p><b>At instructional level O or P and:</b></p> <ul style="list-style-type: none"> <li>▪ Gains additional meaning (as grade appropriate) by making inferences</li> <li>▪ Uses a variety of grade appropriate reading materials to understand plots, make predictions, and relate readings to prior knowledge</li> </ul>

Conceptual Strand	Skills
Independent Reading	<ul style="list-style-type: none"> <li>▪ When asked, identifies a purpose for reading, such as:               <ul style="list-style-type: none"> <li>✓ gaining information</li> <li>✓ learning about a viewpoint</li> <li>✓ appreciating literature</li> </ul> </li> <li>▪ Reads for 45 minutes (developing reading stamina and skill)</li> <li>▪ Some preferences for different genres, authors, topics</li> <li>▪ Often chooses appropriately-leveled material for independent reading</li> <li>▪ Chooses to read if free time occurs</li> </ul>
Research Skills	<p>With teacher guidance:</p> <ul style="list-style-type: none"> <li>▪ Identifies a topic of interest then seeks information with support</li> <li>▪ Understands how text and illustrations connect to convey meaning</li> <li>▪ Identifies and uses organizational features of texts, such as headings, paragraphs, and format, to improve understanding</li> <li>▪ Recognizes, records, organizes and acknowledges pertinent information (blending discoveries into answers) with support</li> <li>▪ Summarizes key details of informational texts, connecting new information to prior knowledge with support</li> <li>▪ Presents an oral and/or written product, reporting information and commenting on process of researching</li> </ul>
Elements of Literature	<ul style="list-style-type: none"> <li>▪ Grade appropriately recognizes and recalls elements and details of story structure in order to reflect meaning, such as:               <ul style="list-style-type: none"> <li>✓ Sequence of Events</li> <li>✓ Character</li> <li>✓ Plot</li> <li>✓ Setting</li> </ul> </li> </ul>
Timeliness and Accuracy	<ul style="list-style-type: none"> <li>▪ Completes almost all assignments on time and with care</li> <li>▪ Uses reading time effectively</li> </ul>