

Lake Washington School District
Teaching and Learning Framework

Third Grade

Reading

Power Standards | June 2008

Third Grade | Reading

EALR 1: The student understands and uses different skills and strategies to read.

Power Standards	Evidence of Learning
Apply <u>vocabulary strategies</u> in grade-level text.	Re-read to clarify, read on, ask for help, adjust reading rate, and use knowledge of <u>print conventions</u> to determine meaning of unknown words in <u>informational/expository text</u> and <u>literary/narrative text</u> .
Understand and apply <u>content/academic vocabulary</u> critical to the meaning of the text. W	Define words and concepts necessary for understanding math, science, social studies, literature, and other content area text.
Apply fluency to enhance comprehension.	Read aloud unpracticed grade-level text with fluency in a range of 107–136+ words correct per minute.

EALR 2: The student understands the meaning of what is read.

Power Standards	Evidence of Learning
Apply <u>comprehension monitoring strategies</u> before, during, and after reading: determine importance using <u>theme</u> , <u>main ideas</u> , and supporting details in grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u> . W	State the main idea of a <u>literary/narrative text</u> passage and support with two details from the story.
Apply <u>comprehension strategies</u> before, during, and after reading: <u>predict and infer</u> from grade-level <u>informational/expository text</u> and/or <u>literary/narrative text</u> . W	Use text to make, confirm, or revise <u>inferences</u> and <u>predictions</u> in both <u>literary/narrative</u> and <u>informational/expository text</u> .
Understand <u>story elements</u> . W	Describe the problem faced by a character and how he/she/it solves the problem.
Understand and analyze the relationship between and among <u>informational/expository text</u> and <u>literary/narrative text</u> . W	Compare and contrast information (e.g., facts and details, <u>literary/narrative elements</u> , different versions of the same story, time period, cultures) within text and between texts.
Understand how to draw conclusions and give a response to <u>informational/expository text</u> and <u>literary/narrative text</u> . W	Generate a personal or text-based response to text using a teacher-generated prompt (e.g., what would be the best/worst part of an event or situation).
Understand the difference between fact and opinion. W	Identify facts and opinions and explain the difference between them.