

Grade – Third

Standard: Reading

Skill: Functional Texts – Read to determine the relevance and importance of functional information.

Context: These texts include reading materials such as directions, schedules, maps, online information, diagrams, and explanations for doing something or getting somewhere. They provide basic information readers need to accomplish day-to-day tasks. Overriding strategies for making the most effective use of such texts are to read carefully, look for information that serves a specific need, and consider the usefulness of all details as in following directions.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students analyze a variety of functional texts (e.g. directions, schedules, maps, online information, diagrams, explanations, brochures, pamphlets, etc.) by modeling, think-pair-share, and independent activities. Identify the type of text by using key features. Identify the main purpose of the text and the intended audience.
- Put students in pairs to write steps out on sentence strips for a game, recipe, or activity. Have another group put them in the correct order and give corrective feedback.
- In partners, have the students create their own brochures, directions, pamphlet, (or other non-fictional text) about a specific activity. Have the partners create questions about the activity and see if others can answer the questions using the information on the brochure. Edit the brochure as needed.
- Utilize informational texts like Scholastic News, National Geographic etc in instruction on a regular basis.

- Have the students read game instructions and figure out how to play the game from the instructions.

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Standard: Reading

Skill: Expository Texts – Read to understand a text’s major points and supporting details.

Context: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- As students read an expository text, teach them to divide reading into chunks or paragraphs. At the end of the short chunk, students pause, think about what was read, and summarize in one sentence. Another activity is to have students read silently, and then have four students stand up and summarize (each student only gets 30 seconds). The last 15 seconds they tell what connection they had or what strategy they used.
- Use graphic organizers for practice with main idea and major details. Put the main idea at the top and then put the supporting details underneath.
- Give students short passages from age appropriate magazines and newspapers. Have them highlight the main idea with one color and the supporting details with another color, or put a box around the main idea and underline the supporting details.

Grade – Third

Standard: Reading

Skill: Expository Texts – Read to understand how the information in the text fits into broader topics and issues.

Context: These texts include such things as textbooks, encyclopedias, biographies, news articles, magazines, online information, demonstrations, scientific explanations, and historical and political analyses. These are usually read to learn new information that increase a reader understands of some topic.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students make a connection: text-to-text, text-to-self, text-to-world. Have them apply what they have read to their own experiences.
- Give students copies of Bloom’s taxonomy questioning stems and have them use the stems to practice developing questions and explaining answers at the various levels.
- Have students practice questioning skills by writing their questions on sticky notes and placing them in the story as they read.

Grade – Third

Standard: Reading

Skill: Narrative Texts – Read to recognize and understand an author’s development of a main character as a basic story element.

Context: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Use a variety of story mapping graphic organizers to teach each story element.
- Character Watch- Each student draws the name of a different character from the text and records their actions, what they say, and the author’s descriptions of their chosen character throughout the text. Students share their findings in a small group.
- Character Traits- Use a cut out visual outline of the character and have students place different character traits under the listed trait. Show evidence from the story to support that trait (give page number and short description of evidence found in book).
- Character Matrix- Students fill in a matrix of traits as the story develops. Sections of the matrix could include the character’s personality (actions), physical appearance, likes, and dislikes.
- Have students write journal entries and short responses imagining they are one of the characters.

- Put samples of your own trash into a small trash bag. Include items that would reveal your food choices (soup cans, rice-a-roni box, mac-n-cheese), toiletries (shampoo bottles, hand soap boxes, dry skin soap vs. deodorant soap, etc.), cleaning supplies (“green” brands vs. more chemically heavy products), pet food bags, an old fishing hat, a deflated soccer ball, etc. What can students infer about the person by his or her trash?

- Have students write letters to other characters, journal entries, and short responses imagining they are one of the characters.

Grade – Third

Standard: Reading

Skill: Narrative Texts – Read to understand how the plot of a story develops as a series of high points and/or how it can be depicted as a problem and its solution.

Context: These texts include historical fictions, stories, poems, novels, plays, and essays that are read to learn about people, to vicariously experience the characters and settings, to escape to imaginary places and times, and to become absorbed in adventure and fictional events, and various problems and solutions that structure the plots of these texts.

Instructional suggestions: (Created to be user-friendly, teachers should be able to read these ideas and put them into practice in their classroom.)

- Have students not only determine the plot, but discuss the hierarchy of events using terms such as best, most, least likely, etc.
- Use problem/solution graphic organizers.
- Use the interchangeable terms “high point” and “climax” in instruction.