

## Third Grade Reading Learning Targets 2016-2017 REGIONAL SCHOOL UNIT #22

RSU #22 is committed to the optimal learning of all students. As RSU #22 continues to move towards meeting 2018 graduation expectations, we have elected to look at proficiency learning targets K-12. Rather than only the high school being responsible to report student proficiency, we have listed learning targets at each grade level. We know that some children may be able to meet standards beyond the targets listed at the grade level. We also know that some students will need more time to meet the expectations.

**In some instances, students would only be expected to meet a 2, the foundational proficiency level.** Keep in mind that some students may be working at lower levels or higher levels.

Standards Scored on the Report Card:

### Reading: Foundations: Letter Knowledge and Word Study Checklists:

#### Letter Knowledge & Word Study #1

Learning Target	Introduced/Mastered by Year's End
Knows long vowel sounds are represented by common vowel teams	Mastered
Knows common prefixes (re, un, be, pre)	Mastered
Knows common suffixes (er, ly, est, y)	Mastered
Knows r controlled vowels (ar, er, ir, or, ur)	Mastered

### Reading Foundations

#### Phonics

Learning Target	Proficiency Level
Is skilled at decoding words in isolation with common prefixes, suffixes and endings.	2
Is skilled at decoding words with common prefixes, suffixes and endings within text.	3
Is skilled at decoding words with r controlled vowels in isolation.	2

Is skilled at decoding words with r controlled vowels within text.	3
Is skilled at decoding multi-syllabic words in isolation. Is skilled at decoding words with inconsistent spelling-sound correspondence in isolation.	2
Is skilled at decoding multi-syllabic words within text. Is skilled at decoding words with inconsistent spelling-sound correspondence within text.	3

## Reading: Informational

### Argument & Reasoning

Learning Target	Proficiency Level
Understands the difference between a fact and an opinion. Understands authors write for a purpose and that sometimes that purpose is to convince or persuade the reader to think in a certain way.	2

### Central Idea

Learning Target	Proficiency Level
Understands how to identify the information the author is using to support and develop the central idea.	3

## Reading: Literature

### Point of View/Purpose

Learning Target	Proficiency Level
Understands each narrator may have a different point of view.	2

Understands authors may use multiple narrators within a story.	
Understands authors deliberately present information to support/create the narrator's and characters' points of view.	2
Understands different characters in a story may have different points of view.	

### Story Elements

Learning Target	Proficiency Level
Understands characters' actions, dress, and dialect reflect the time in which the story or drama takes place.	2
Understands some characters play a major role in the story while others play a minor role ( <i>major character, minor character</i> ).	
Understands different characters have different character traits.	
Understands how the characters, setting, and events all are connected to each other.	3
Understands the actions of different types of characters contribute to the plot.	2
Understands characters may have predictable traits that change over time.	
Understands characters have different traits, motivations, and feelings.	

### Theme

Learning Target	Proficiency Level
Understands theme may not be directly stated in the text.	2
Understands stories have a central message or theme that is determined by the author.	
Is skilled at identifying the message, lesson or moral of a story.	3

Understands not all information in a story is relevant to the theme.	2
Understands theme is supported by information or details in the story.	
Understands authors deliberately choose information to support the theme.	
Understands some genres ( <i>fables and folktales</i> ) have a theme that represents a moral or a lesson.	

## Language: Acquisition

### Use of Language

Learning Target	Proficiency Level
Understands similar words ( <i>e.g., puppy, hound, dog, pooch</i> ) have slightly different meanings.	2
Understands both the words in a text and the reader's background knowledge are used to create mental images while reading.	
Understands readers use what they know about letters, sounds, words, and patterns to help them read.	

### Vocabulary

Learning Target	Proficiency Level
Understands inflections ( <i>-ed, -s, -ing</i> ) or affixes ( <i>pre-, un-, re-, -ful, -less</i> ) can change the meaning of a root word.	2
Understands words can have multiple meanings and there are different shades of meaning among similar or closely related words.	2
Understands readers can use print and/or digital dictionaries and glossaries to determine or clarify unknown words.	