

Closed circle – mastered

Open circle - introduced

**3<sup>rd</sup> Grade Reading Learning Targets**  
**Brookings School District – 5-1**  
**May 2010**

**3.R.1.1 Students can decode using word recognition skills. - Application**

- I can use prefixes (un, dis, pre, re, sub, mis). (3.R.1.1)
- I can use suffixes (-er, -or, -ful, -ly, -ist). (3.R.1.1)
- I can use singular and plural possessives. (3.R.1.1)
- I can use words with irregular spelling patterns (through, down, toward) (3.R.1.1)
- I can use silent letter words (knight, gnat, walk) (3.R.1.1)
- I can use words with r-controlled vowels. (3.R.1.1)
- I can blend syllables to decode multi-syllabic words. (3.R.1.1)

**3.R.2.1 Students can apply comprehension strategies to read and interpret text. - Application**

- I can follow written directions. (3.R.2.1)
- I can use prior knowledge to make connections from text-to-self (fiction and nonfiction). (3.R.2.1)
- I can use prior knowledge to make connections from text-to-text (fiction and nonfiction). (3.R.2.1)
- I can use prior knowledge to make connections from text to-world (fiction and nonfiction). (3.R.2.1)
- I can use who, what, when, where, and why to ask questions about the text (fiction and nonfiction). (3.R.2.1)
- I can make a mental picture to understand the text (fiction and nonfiction). (3.R.2.1)
- I can determine the main idea and supporting details. (nonfiction). (3.R.2.1)
- I can retell (in order – sequence) what happened in a text (fiction and nonfiction). (3.R.2.1)
- I can summarize what happened in a text (fiction and nonfiction). (3.R.2.1)
- I can make predictions about a text (fiction and nonfiction). (3.R.2.1)
- I can make inferences about a text (fiction and nonfiction). (3.R.2.1)
- I can determine cause(s) and effect(s) in a text (fiction and nonfiction). (3.R.2.1)
- I can determine important information. (3.R.2.1)
- I can eliminate unimportant information. (3.R.2.1)
- I can determine author's purpose (persuade, entertain, inform, explain how-to). (3.R.2.1)

**3.R.2.2 Students can fluently read aloud and silently to comprehend text. - Application**

- I can smoothly read aloud with proper phrasing. (3.R.2.2)
- I can self-monitor for meaning by applying fluency strategies (using context clues, re-reading, skimming/scanning, predicting, cross-checking, or repeated reading). (3.R.2.2)
- I can read silently and understand what I read. (3.R.2.2)

**3.R.3.1 Students can identify and describe literary elements and devices in literature. - Analysis**

- I can compare characters within a text. (3.R.3.1)
- I can compare characters of two different texts. (3.R.3.1)
- I can compare the settings of two different texts. (3.R.3.1)
- I can identify the theme (message / moral) of a text. (3.R.3.1)
- I can compare the problems, events and solutions (plot) of two different texts. (3.R.3.1)
- I can identify the rhyming words in a poem. (3.R.3.1)
- I can identify and label the rhyme pattern in a poem. (3.R.3.1)
- I can identify examples of alliteration. (3.R.3.1)

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### **3.R.3.2 Students can compare and contrast different genres. - Analysis**

- I can identify different genres (fiction, nonfiction, poetry, fable, folktale, fairytale, and biography). (3.R.3.2)
- I can compare and contrast different genres (fiction, nonfiction, poetry). (3.R.3.2)
- I can interpret the meaning of a poem. (3.R.3.2)
- I can identify the lesson (theme) in a fable. (3.R.3.2)
- I can experience traditional literature (fables). (3.R.3.1)

### **3.R.4.1 Students can respond to ideas and attitudes expressed in multicultural and historical texts by making connections. - Analysis**

- I can use prior knowledge to make connections from text-to-self. (3.R.4.1)
- I can use prior knowledge to make connections from text-to-text. (3.R.4.1)
- I can use prior knowledge to make connections from text to-world. (3.R.4.1)
- I can make connections to traditions and experiences I read about. (3.R.4.1)
- I can identify the culture of a text. (3.R.4.1)
- I can identify the geographical location of a story. (3.R.4.1)
- I can identify a story as historical fiction or historical non-fiction. (3.R.4.1)
- I can identify the facts in historical fiction and historical non-fiction. (3.R.4.1)

### **3.R.5.1 Students can determine and utilize organizational features of text. - Application**

- I can use captions to get information. (3.R.5.1)
- I can use maps to get information. (3.R.5.1)
- I can use diagrams to get information. (3.R.5.1)
- I can use graphs to get information. (3.R.5.1)
- I can use a glossary to get information. (3.R.5.1)
- I can use an index to get information. (3.R.5.1)
- I can select the best organizational feature to find and use information in a text. (3.R.5.1)
  - title page
  - table of contents
  - headings
  - illustrations
  - captions
  - photos
  - maps
  - diagrams
  - graphs
  - glossary
  - index
  - bold and italic print
- I can use bold and italic print to get information. (3.R.5.1)

### **3.R.5.2 Students can choose reference materials to locate information. - Application**

- I can use guide words in a dictionary to locate an entry word. (3.R.5.2)
- I can alphabetize words up to the third letter. (3.R.5.2)
- I can choose the correct meaning from a dictionary entry to define an entry word. (3.R.5.2)
- I can locate the text features (entry word, pronunciation, part of speech abbreviation) of a dictionary. (3.R.5.2)
- I can use an atlas to find information. (3.R.5.2)
- I can use the internet to find information. (3.R.5.2)
- I can use a telephone book to find information. (3.R.5.2)
- I can use magazines to find information. (3.R.5.2)
- I can use newspapers to find information. (3.R.5.2)
- I can use encyclopedia to find information. (3.R.5.2)

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Open circle - introduced

- I can use almanac to find information. (3.R.5.2)
- I can use thesaurus to find information. (3.R.5.2)
- I can select the correct source to find data. (3.R.5.2)

**3.R.5.3 Students can collect information from two reference materials. - Application**

- I can use features of reference materials to locate information. (see 3.R.5.1) (3.R.5.3)
- I can determine important information. (3.R.5.3)
- I can eliminate unimportant information. (3.R.5.3)
- I can collect information from more than one source. (3.R.5.3)
- I can use different strategies to record collected information (e.g. sticky notes, highlighters, guided note-taking, graphic organizers). (3.R.5.3)