

Reading Assessment in Grade Three

Category	Reading Benchmark	What it Looks Like	How it Can be Monitored
<p>Personal Perceptions, Attitudes, and Interests</p>	<p>Describes similarities and differences between self and own culture and those described in texts from other cultures</p> <p>Explains text preferences and collects samples of preferred texts</p> <p>Chooses appropriate reading material; can identify text that can be read independently</p> <p>Asks for and offers help, according to needs</p>	<p>- can identify characters, settings, and events that are connected in some way to own experiences (“<i>Mr. Grumpy’s Outing</i> is almost exactly like <i>Mr. Grumpy’s Ride</i>, but <i>Mr. Grumpy’s Ride</i> is more fun because it’s more like here in Deline.”; “My grandpa takes me out at night just like in <i>Owl Moon</i>.”; “The kinds of stories that Julian tells are like the ones my uncle tells when he’s teasing us, except we don’t get in trouble.”)</p> <p>- can identify interests in particular genres (adventure, mystery, humour, informational text), series (Box Car Children, Henry and Ribsy, Ramona, Magic Tree House, Magic School Bus), or authors (Ann Cameron, Beverly Cleary, Mary Pope Osborne) and tell why they are preferred (characters, settings, plots, information, humour, etc.); begins to regularly choose texts that reflect preferences</p> <p>- selects books that are at an independent reading level; uses “five finger rule” and/or other strategies to determine that the book is an appropriate level both in reading and comprehension</p> <p>- can be specific about what help is needed (“Can you help me check the spelling in my poem?”; “I need help fixing up my lead.”); is able to offer help based on own strengths (“I can help you search on the internet.”; “Do you want me to listen to your story?”)</p>	<p>- reading responses, small group discussions, guided reading groups, literature circle discussions</p> <p>- reading logs, conferencing, small group discussions</p> <p>- reading logs, conferencing</p> <p>- anecdotal observations, conferencing</p>
<p>Comprehension</p>	<p>Draws conclusions based on connections between prior and new knowledge</p> <p>Uses others’ responses to extend personal understanding</p> <p>Identifies connections and discusses the differences between prior knowledge and</p>	<p>- uses text-to-self, text-to-text, and text-to-world connections and information from text to draw conclusions not directly presented in the text (“I think that the way the dad takes the girl out to go “owling” is a family tradition. We have family traditions, too, like when me and my dad go fishing together, just the two of us.”; “This story, <i>The Chocolate Touch</i> is kind of like <i>The Midas Touch</i>, where everything turned to gold and he couldn’t eat. I think it’s like the idea that too much of anything, no matter how much you like it, isn’t good.”)</p> <p>- engages in discussions about connections, questions, and understandings from books; may modify own ideas and opinions based on those discussions (“I thought that the mother cat was mean to make the kittens go and live by themselves, but Susie says that when her cat had kittens, they went to other homes in just a few weeks. I guess that’s how it works with cats.”)</p> <p>- recognizes that ideas and understanding can change based on new information</p> <p>- may use graphic organizers such as K-W-L or a T-chart to keep</p>	<p>- reading responses, conferencing, literature circle discussions</p> <p>- reading responses, conferencing, literature circle discussions</p> <p>- reading responses, graphic organizers, conferencing</p>

	<p>newly learned information from text</p> <p>Sets purpose for reading</p> <p>Uses comprehension strategies (including inferring, drawing conclusions...)</p> <p>Identifies main idea in information text</p> <p>Identifies text elements (key words, headings, sequence/organization...) and techniques used to emphasize text and uses them to construct and confirm meaning</p>	<p>track of ideas (what was previously thought or known, and what has been learned)</p> <ul style="list-style-type: none"> - can identify connections and information that confirm prior knowledge and also those that raise questions about prior knowledge ("I thought that ninjas were just made up for TV, but this Magic Tree House book says they're real."; "I thought that only birds hatched from eggs, but this says turtles do, too. Are there other animals that come from eggs?") - chooses particular books for specific purposes (enjoyment, entertainment, to find particular information, to learn more about a topic,...) and then reads according to that purpose (uses index or table of contents to find particular information; browses pictures, captions, sidebars, etc to get a broad overview of a topic; reads more quickly for enjoyment or entertainment,...) - makes text-to-self, text-to-text, and text-to-world connections - asks questions about the text while reading - makes predictions - uses what is in the text and prior knowledge to make inferences and draw conclusions ("I think the trolls want the dog for a pet. See all the things they have? They made him a bed, and drew pictures, and stuff."; "Dolphins are smart. They help people in trouble in the water. That's why the dolphins came to help Jack and Annie. Because they were in trouble with the shark!") - is able to state the key concept in a section of informational text ("This part is about what foxes eat. It says they eat small animals like mice and rabbits."; "This Magic School Bus book says that our bodies are made up mostly of water!") - uses headings and key words to locate specific information in text ("Here's the section on habitat. That will tell where they live") - uses the sequence or organizational pattern in the text to help construct meaning ("That's the list of ingredients. Here's the "method" part. That tells us how to make the cookies."; "These first pages in here tell about the old Apollo rockets. We need to look further into the book to find stuff on the space station.") - understands that authors use certain techniques to emphasize text and can use those to help construct meaning ("This part's in bold type. It must be important."; "This part about grizzly bears eating plants and fish is on this page twice. That must be a main idea."; "There's a picture of Ribsy chasing the cat. I'll bet that's going to be part of Henry's problem.") 	<ul style="list-style-type: none"> - conferencing - reading response, conferencing, literature circle discussions, guided reading or small group instruction times, anecdotal observations - conferencing, graphic organizers (for collecting information), guided reading or small group instruction times, anecdotal observations - conferencing, anecdotal observations, small group work
Processing	Uses vowel combinations to	- uses vowel combinations (ea, ie, ou, ue,...) and vowel/consonant	- running records

<p>Words and Other Text Features</p>	<p>decode unfamiliar words in context</p> <p>Extends vocabulary</p> <p>Reads unfamiliar text with fluency</p>	<p>combinations (eigh, igh, augh,...) to help decode unfamiliar words</p> <p>- identifies unfamiliar words in texts and develops definitions/understandings based on schema (prior knowledge) and context</p> <p>- makes connections with new vocabulary; finds examples in other books or experiences</p> <p>- is able to read (orally or silently) new text at an appropriate rate, with few pauses or hesitations to “decode” words</p>	<p>- conferencing, guided reading or small group instruction groups, literature circle discussions</p> <p>- guided reading groups, conferencing, running records, informal reading inventories</p>
<p>Fluency</p>	<p>Reads grade appropriate new text with fluency (80 – 110 words correct per minute)</p> <p>Attends to apostrophes and quotation marks when reading aloud</p>	<p>- reads “just right” (independent) level text aloud</p> <p>- uses appropriate pauses and inflections when reading dialogue</p>	<p>- running records</p> <p>- running records, guided reading or small group instruction groups</p>
<p>Metacognition and Reading Strategies</p>	<p>Uses reflections about own strengths and challenges as a reader to set goals</p> <p>Reflects on use of comprehension strategies when reading</p> <p>Identifies intended audience when reading</p>	<p>- can identify texts as being too easy or too difficult and use that information to guide selections (“That book was funny, but really easy to read. Maybe I can find one that’s funny, but not so easy next time.”; “I want to read Harry Potter, but it’s got too many big words I can’t read. I’ll try it again after Christmas.”)</p> <p>- may decide to pick books by genre or topic (“I want to try reading more poetry. Maybe I can get one of the Shel Silverstein books next.”; “I want to read a chapter book next.”)</p> <p>- can identify which comprehension strategies were used and how they helped with understanding the text (“I wasn’t sure what a box car was when I started reading this book, so I put a sticky note there with my question, and kept watching for clues. Then I figured out it’s part of a train.”; “I was sure that Marvin was going to be in trouble when his teacher came back, but my prediction was wrong.”; “As I was reading about the part where Yuit was describing the storm and making the igloo, I kept trying to make a picture in my head.”)</p> <p>- recognizes that authors write texts with specific audiences in mind, and that genre, style, and content are developed around that specific audience (“I think this would be a good book for someone who doesn’t know anything about snowmobile racing, because it’s got all the basic information in it.”; “This book would be good for the Kindergarten kids. It’s got one line of words on each page, and a picture to go with it.”; “I think this book is written for grown-ups who</p>	<p>- conferencing, reading responses</p> <p>- conferencing, reading responses</p> <p>- anecdotal observations, conferencing, book talks/recommendations</p>

	Reflects on the use of comprehension strategies when reading	already know lots about fixing things. It's got too many hard words.") - talks about how s/he knows when comprehension has faltered (words stop making sense, pictures in head don't make sense, etc.) and what s/he does when that happens (goes back to reread, stop and think, etc.); is able to talk about the effectiveness of certain strategies ("I like to make connections when I read stories, but I like to make pictures in my head when I read poems")	- conferencing, journal
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