

USD 368
Curriculum Guide

***KS Assessment**

Curricular Area: Reading
Grade/Course: Third

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 1: The student uses skills in alphabets to construct meaning from text.

Knowledge Base Indicators

The student...

1. uses decoding skills that include knowledge of phonetics and *structural analysis* when reading unknown words.
2. alphabetizes a list of words to the third letter.

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 2: The student reads fluently.

Knowledge Base Indicators

The student...

1. uses knowledge of conventions (e.g., question marks, exclamation points, commas, apostrophes, italics, graphics, hyphens) to read fluently at *instructional* or *independent reading levels*.
2. reads expressively with appropriate *pace, phrasing, intonation, and rhythm of speech*.
3. uses knowledge of sentence structure to read fluently at *instructional* or *independent reading levels*.
4. uses a variety of *word-recognition* strategies (e.g., practicing words in isolation, practicing reading words in text) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, and technical* texts.

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 3: The student expands vocabulary.

Knowledge Base Indicators

The student...

1. expands *sight-word* vocabulary.
2. * determines the meaning of unknown words or phrases using *context clues* (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.
3. identifies and uses *synonyms, antonyms, and homophones* to determine the meaning of words.
4. uses a dictionary or a glossary to determine an appropriate definition of a word.

5. * determines meaning of words through knowledge of word structure (e.g., *compound nouns*, *contractions*, **root words*, **prefixes*, **suffixes*).
6. identifies the difference between literal and *figurative language* when reading *similes*, *metaphors*, and *idioms*.

Standard 1 – Reading: The student reads and comprehends text across the curriculum.
Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*).

Knowledge Base Indicators

The student...

1. recognizes the differences between *narrative, expository, technical, and persuasive* texts.
2. * understands the purpose of text features (e.g., *title, *graphs and charts, *table of contents, *pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.
3. uses prior knowledge and content to make, revise, and confirm predictions.
4. generates and responds logically to literal, inferential, and *critical thinking* questions before, during, and after reading the text.
5. * uses information from the text to make inferences and draw conclusions.
6. identifies text structure (e.g., **sequence, *problem-solution, comparison-contrast, description, cause-effect*).
7. sequences events and information in logical order.
8. * compares and contrasts information (e.g., topics, characters) in a text.
9. * links causes and effects in appropriate-level narrative and expository texts.
10. ** retells *main ideas* or events as well as supporting details in *narrative* and *expository* text.
11. * identifies the *topic, main idea(s)*, and supporting details in appropriate-level texts.
12. explains the *author's purpose* (e.g., to persuade, to entertain, to inform).
13. establishes a purpose for reading or listening (e.g., to be informed, to follow directions, to be entertained).
14. distinguishes between fact and opinion in various texts.

Standard 2 – Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Knowledge Base Indicators

The student...

1. * identifies and describes *characters'* physical traits, basic personality traits, and actions.
2. * identifies and describes the *setting* (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.
3. identifies *plot* sequence.

Standard 2 – Literature: The student responds to a variety of text.
Benchmark 2: The student understands the significance of literature and its contributions to human understanding and culture.

Knowledge Base Indicators

The student...

1. reads to connect personal experiences and ideas with those of other cultures in literature.
2. compares and contrasts various languages, traditions, and cultures found in literature.
3. makes connections between specific aspects of literature from a variety of cultures and personal experiences.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 1: The students use writing as a tool for learning throughout the curriculum.

Knowledge Base Indicators

The student...

1. writes notes, graphic organizers, journals entries, learning logs and self-reflections while learning in content areas.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 2: The students use a writing process that includes preparing, drafting, revising, editing and publishing to produce a written text.

Knowledge Base Indicators

The student...

1. uses pre-writing strategies independently to organize ideas on a topic or a prompt.
2. writes a draft with an introduction, body and conclusion.
3. revises writing with assistance, focusing on the six traits of writing.
4. edits for conventions such as capitalization, end punctuation, and spelling.
5. publishes a legible final copy.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 3: The students use ideas that are well developed, clear and interesting.

Knowledge Base Indicators

The student...

1. chooses an idea about which to write (occasionally write about a given prompt).
2. develops one clear main idea.
3. includes details to develop main idea.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 4: The students will use organization that enhances the reader’s understanding.

Knowledge Base Indicators

The teacher...

1. models the use of each type of organizational strategy and discusses the benefits of each.
2. allows time for students to write three complete sentences about a topic.
3. demonstrates how to write a complete story with a beginning, a middle, and an end.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 5: The students use *authentic* and appropriate voice.

Knowledge Base Indicators

The student...

1. writes expressively.
2. writes with an awareness of the reader.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 6: The students use effective word choice.

Knowledge Base Indicators

The student...

1. attempts new words to make writing more interesting.
2. recognizes and uses adjectives and adverbs in sentences.
3. creates and uses words correctly, including pronouns, contractions, compounds, abbreviation and plurals.
4. applies capitalization rules to nouns.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 7: The students use clear and fluent sentences.

Knowledge Base Indicators

The student...

1. writes complete sentences that are related.
2. writes sentences that are easy to read aloud.
3. writes sentences with subject/verb agreement.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 8: The students use standard American English conventions.

Knowledge Base Indicators

The student...

1. has reasonable control over basic writing conventions.
2. uses standard writing conventions that assist in conveying meaning.
3. uses correct punctuation including quotation marks, and commas in a letter and in a compound sentence.
4. uses correct grammar in written and oral communication.

Standard 3 – Writing: The students write effectively for a variety of audiences, purposes, and contexts.

Benchmark 9: The students use a variety of modes of writing for different purposes and audiences.

Knowledge Base Indicators

The student...

1. writes for a specific purpose and audience.
2. writes descriptive pieces that may include poetry, journal entries, and learning logs.
3. writes narrative pieces (e.g., personal narratives).
4. writes expository pieces (e.g., lists, math problems, and directions).

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 1: The student uses effective and ethical research practices.

Knowledge Base Indicators

The student...

1. discusses curriculum topics or topics of interest.
2. formulates both broad and specific questions at knowledge and comprehension levels and seeks answers.
3. recognizes, with guidance, that different formats exist.
4. locates appropriate information (e.g., print, non-print).
5. records information.
6. organizes and shares information in both oral and written form
7. evaluates relevant information.

Standard 4 – Research: The student applies reading and writing skills to demonstrate learning.

Benchmark 2: The student uses ethical research practices.

Knowledge Base Indicators

The student...

1. discusses what constitutes *plagiarism*.
2. expresses information in own words using details and complete sentences.
3. gives credit to author, title, or website.
4. constructs a simple *bibliography* with author and title.