

# Grade 3 Reading

## Additional Samples

The BC performance standards for Grade 3 reading consist of rating scales that describe student achievement in March-April of a given year and samples illustrating typical tasks and student work at all four levels described in the rating scales.

The additional sample tasks for Grade 3 reading included here generally show two examples of student work for each task:

- one that meets expectations at a minimal level
- one that fully meets expectations

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## Grade 3 Reading Literature

### *Sample 1: Comparing Two Versions of a Story*

#### **Context**

Students were studying a unit of folk tales. They had listened to, read, discussed, and dramatized several folk tales. They had also worked in groups to prepare reader's theatre scripts of a favourite tale to perform for the class. The teacher provided two or three versions of some of the stories, and students identified similarities and differences. They discussed which version they preferred.

#### **Process**

The teacher prompted discussion with questions such as:

- What do you know about folk tales?
- What are some of your favourites?
- Which is usually more interesting to you: a folk tale told as a story or in a play?
- Why are there sometimes different versions of the same tale?

The teacher explained that students would have a chance to show what they had learned about reading and comparing different versions of folk tales. Students were given two versions of “Stone Soup”—one written as a play, one as a story. Students previewed the selections and shared what they noticed. They offered predictions and posed questions.

Students independently read the two versions, then completed charts in which they listed as many similarities and differences as they could find. The teacher worked with a small group of students who were unable to read the selections independently.

The class shared the information on their individual charts to create a class chart.

**Note:** After this task, students continued working with the selections through role-playing and dramatization. They then wrote new versions of the story.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### *Teacher's Observations*

This student's work shows accurate understanding of the selections, although there is not a lot of detail. The student has identified the key similarity ("they tricked them") along with several differences. During the class prereading discussion, the student offered several relevant predictions and questions. (e.g., "Good people will be rewarded." "I wonder what *gruel* is—I wonder if it is like soup?" "How could you make a soup out of stone? It would taste awful!") The student read the selections and completed the task independently.

- if prompted, uses prior knowledge to make predictions
- applies knowledge of literary forms to make logical predictions when prompted
- accurately recalls most key events
- some relevant details in answers and explanations
- makes logical connections to other selections with obvious similarities

March 24

Similarities

Differences

- The three people in stone soup they tricked them and in Hatchet gruel he tricked her soup

- One is a play and One is a story.

- There is only one person in Hatchet gruel and three people in stone

- In stone soup they went to more than place and in hatchet gruel he only went to one

- In stone soup they never got to go in a house and in hatchet gruel they did

## FULLY MEETS EXPECTATIONS

### *Teacher's Observations*

This student identified several similarities and differences, including the key similarity (“they both trick the villagers”). During the class prereading discussion, the student offered some predictions that showed basic understanding of folk tales (e.g., “there might be a trick”). The student worked on this task very slowly, attempting to reread each selection from beginning to end, until the teacher provided some help by posing questions.

- when prompted, applies knowledge of story structure to make logical predictions
- accurately describes main characters and events
- uses relevant details in answers
- responses are accurate, clear, and complete
- makes some inferences

## Same

- the peapod are both hungry.

- they both put salt in.

- they both happen in a small village

- they both make soup.

- they both stir the soup.

- they both trick the villagers

## different

- the titles are different

- instead of a gone there's a hatchet.

- instead of foresters there's a soldier

- the soup is called gruel instead of soup.

- one's a play one is a story

## Grade 3 Reading Literature

### ***Sample 2: Beginning-Middle-End: “The Delicious, Wise, Jumping Birthday Surprise.”***

#### **Context**

Students in this class were frequently asked to represent the beginning, middle, and end of stories by illustrating, writing, retelling orally, creating tableaux, and dramatizing. They often used the format the teacher provided for this activity.

#### **Process**

The teacher presented the title of the story, “The Delicious, Wise, Jumping Birthday Surprise,” and asked students to predict what the surprise might be. The teacher asked students to read the story independently and then locate, illustrate, and write about key events from the beginning, middle, and end. The teacher explained that all students should try to read the story on their own, but if they were having a lot of trouble, they could come and read with her. A group of three students chose to read with the teacher.

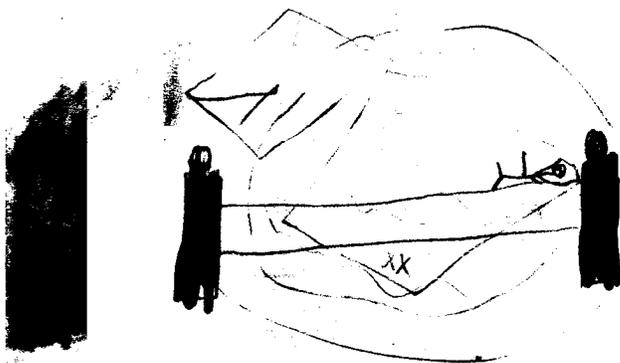
After they completed the activity, the class met to talk about how they got along—what parts were easy or hard—and how they liked the story.

## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

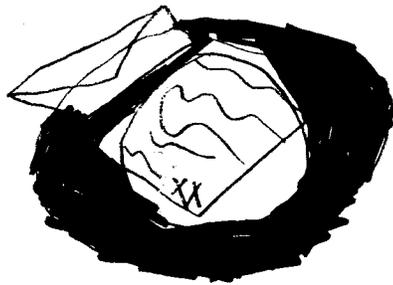
### *Teacher's Observations*

When prompted, this student was able to make several reasonable predictions about what the surprise might be before reading the story. The student read the story independently, but needed some encouragement to finish the task. The work is accurate, but omits a key piece of information—that the surprise was a quilt. In class discussion, the student commented “I liked the story—it was good,” but was unable to give a reason.

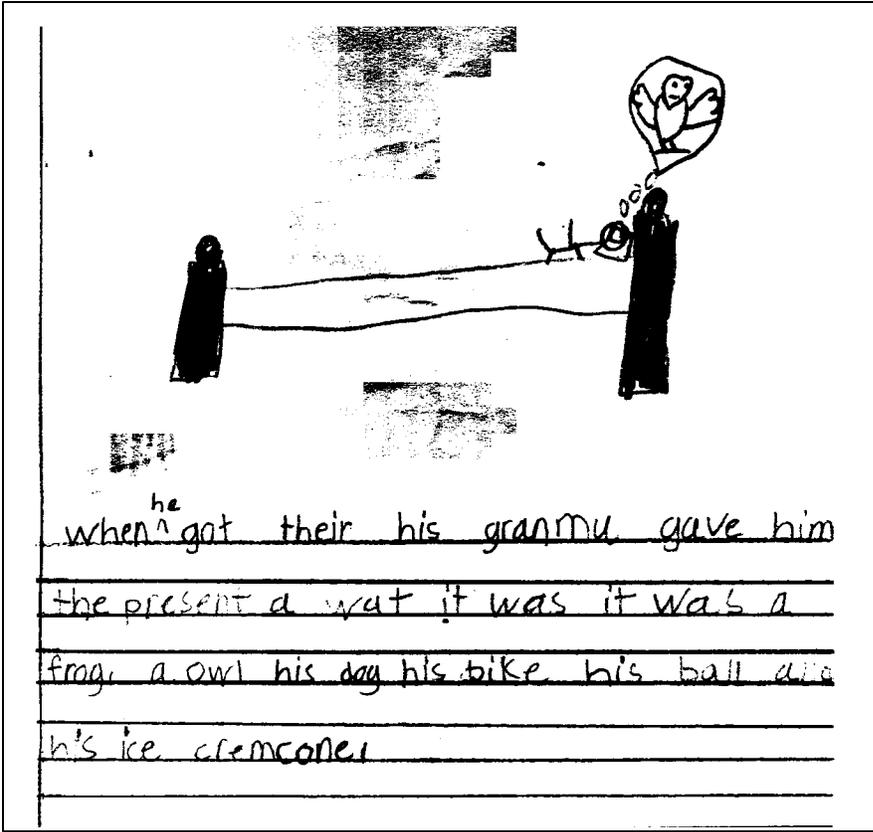
- if prompted, uses prior knowledge to make predictions
- responses are generally accurate, but lack detail and are incomplete in places
- accurately identifies main characters; recalls most key events
- uses some relevant details
- focuses on literal meaning



Matt liked every about visiting his  
grandmother's house. Every time he went  
there he is afraid that he might have a  
bad dream like sharks and scary robots.  
he needed some thing to make him full  
asleep.



One day he got a letter from his grandma  
he was so excited that he thought it was a page  
stick. But it was not.



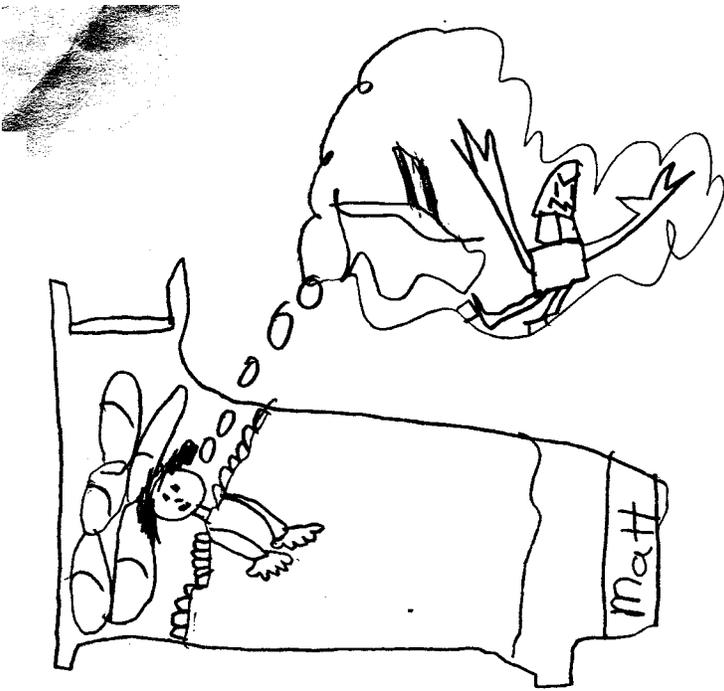
when<sup>he</sup> got their his granmu gave him  
the present a wat it was it was a  
frog a owl his dog his bike his ball also  
his ice cream cone

## **FULLY MEETS EXPECTATIONS**

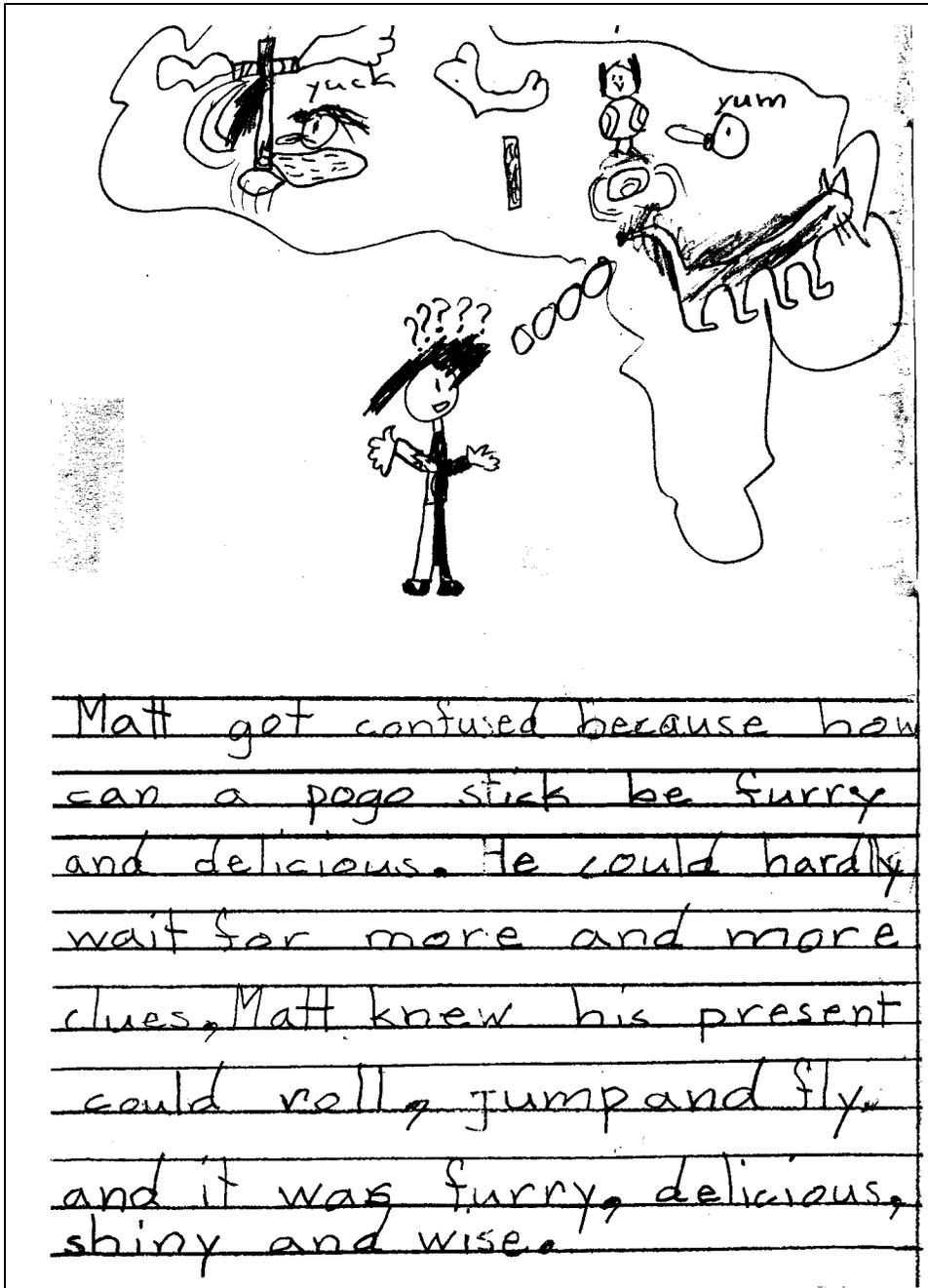
### *Teacher's Observations*

This student offered several predictions about the surprise during prereading discussion. The student read the story and completed the task independently, writing and illustrating the main events of the story. During class discussion, the student commented, "I thought the story was okay. It wasn't very exciting, but the quilt was a good idea."

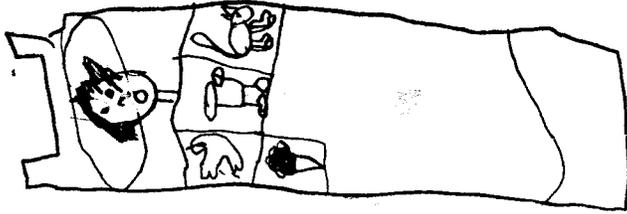
- uses prior knowledge to make predictions
- responses are accurate, clear, and complete
- accurately describes main characters and events
- recounts events in the correct general sequence
- offers simple opinions with some supporting reasons



Matt likes going to his grandmother's but he always couldn't get to sleep. Matt was worried he would have nightmares about sharks and scary robots.



Matt get confused because how  
can a page stick be furry  
and delicious. He could hardly  
wait for more and more  
clues, Matt knew his present  
could roll, jump and fly,  
and it was furry, delicious,  
shiny and wise.



Matt unwrapped his  
present and he saw  
a quilt in the box.  
That night Matt had  
trouble to pick a square  
on his quilt. His Grammy  
gave him an idea.

## Grade 3 Reading Literature

### ***Sample 3: Beginning-Middle-End: “Flip the Dolphin Saves the Day”***

#### **Context**

Students had twice completed a similar task, illustrating and writing about the beginning, middle, and end of stories. Each time, the class looked at effective samples and together came up with a list of criteria that these samples demonstrated.

#### **Process**

The students reviewed their list of criteria for beginning-middle-end illustrations and summaries:

- the beginning tells the problem and the characters
- the middle tells the main thing that happened
- the end tells how it turned out—how the problem was solved
- everything is in the right order
- there’s lots of detail to help you understand the story
- the pictures and the words match

On their own, students read the story “Flip the Dolphin Saves the Day” by Olena Kassian. They could ask for help with words they couldn’t figure out. They then chose their own beginning-middle-end events to illustrate and write about.

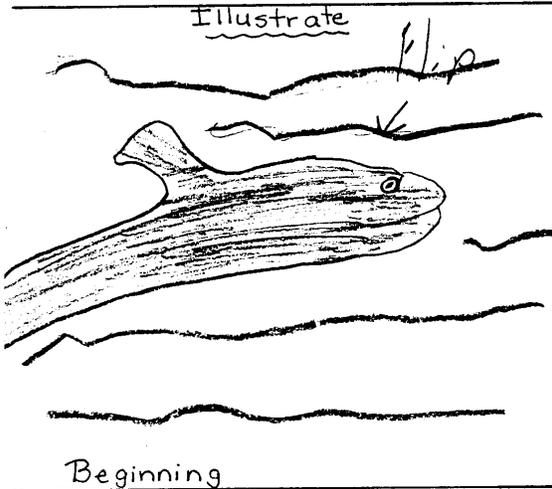
The teacher observed selected students as they read and worked, and noted some of the strategies they used.

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### *Teacher's Observations*

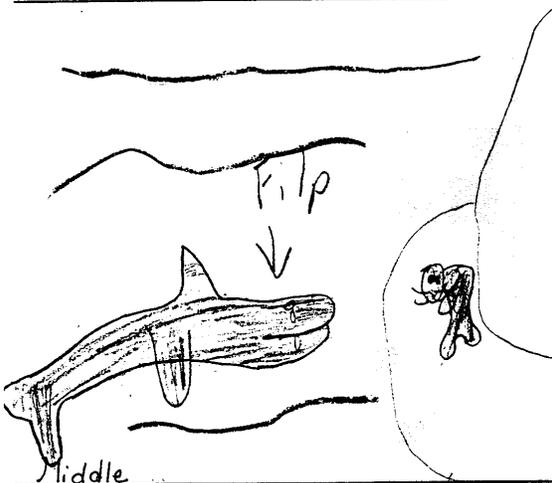
This student asked for help with some words in the story (e.g., *walruses*, *elsewhere*, *thrust*, *breaths*) and was able to figure out most of them with some prompting. The student's illustration and summary include accurate detail, but do not include the ending of the story (i.e., Flip saved the baby).

- uses context clues with support
- uses phonics and, if prompted, word structure to help figure out words
- accurately identifies main characters; recalls most key events
- responses are generally accurate, but are incomplete in places
- recounts events in the correct general sequence

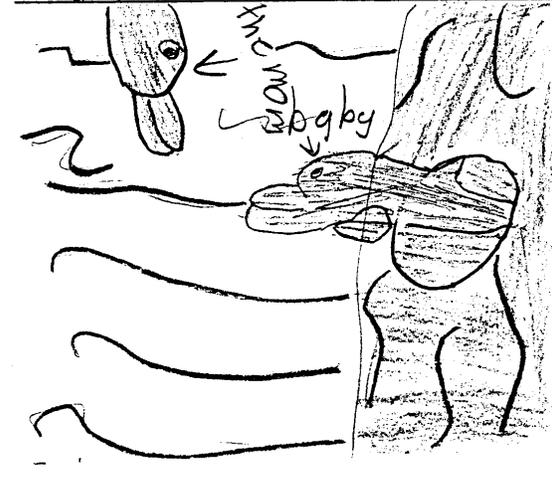


Describe

There once was a dolphin that did not have a friend but none of the sea animals wanted to play with him because he was small



flip was so sad that he had to go home cause he had no friend



but then the other dolphins where ask in them to go help them get the baby dolphin out of a cave cause they wher to bring to life

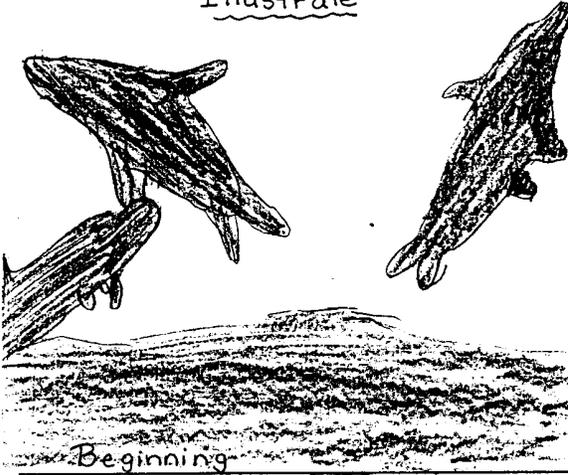
## **FULLY MEETS EXPECTATIONS**

### *Teacher's Observations*

This student read the story easily and quickly, then completed the task independently. The illustrations and words together provide the required information for a beginning-middle-end summary.

- rereads and skims to find details needed
- responses are accurate, clear, and complete
- accurately describes main characters and events
- uses relevant details

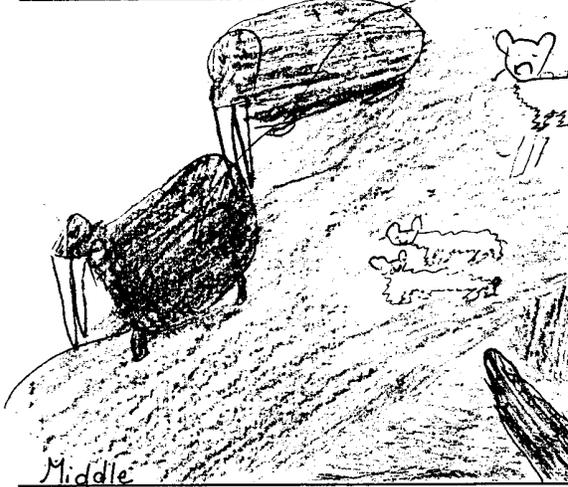
Illustrate



Beginning

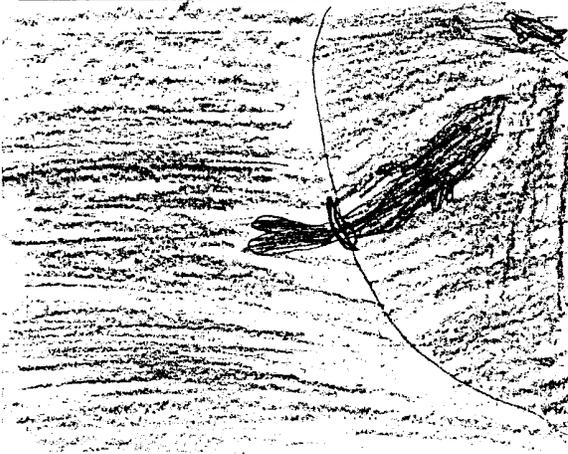
Describe

Once there was a group of dolphins that were very playful. But... there was one punger dolphin his name was flip. He could not jump as high or swim as fast as the others.



Middle

One day he wasn't looking for a friend. He saw some walrus asleep so he didn't bother them he saw two playful cubs but their mother didn't look playful. He just swam sadly home.



All of a sudden he found the other dolphins. They were trying to squeeze through a hole to save a baby dolphin. They were too big. Flip was able to squeeze through. It was

## Grade 3 Reading Literature

### **Sample 4: Comparing Two Poems**

#### **Context**

Students in this classroom frequently used graphic organizers such as charts and Venn diagrams to make comparisons (e.g., plants and animals, self and friend, story characters). This activity was part of a unit in which students read, listened to, discussed, dramatized, responded to, and performed (choral reading) a variety of poems about animals.

#### **Process**

The teacher explained that students would be reading two poems—one about a cat and one about a dog. Students would read on their own, then complete a Venn diagram to show how the lives of the animals in the poems were alike and how they were different. The class reviewed how to complete a Venn diagram, looking back at previous Venn diagrams they had done.

The teacher emphasized that they were to use only details from the poem to make their Venn diagrams—not just what they already knew about cats and dogs. They could use “between the lines” information as well as specific details the poets included.

Students worked independently to read “Bad Dog” by Brian Lee and “Cat” by Mary Britton Miller and complete their diagrams. The teacher provided assistance as needed.

The class met to talk about the details they included in each part of the diagram. The teacher recorded their ideas to create a collaborative Venn diagram on the chalkboard. Students then wrote individual reflections about the activity in their journals, using **two** of the following prompts:

- I am happy about the way I . . .
- The biggest problem I had was . . . I solved it by . . .
- The next time I make a Venn diagram I am going to . . .
- The poems were hard/easy to understand because . . .
- The poem I liked best was . . . because . . .

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### *Teacher's Observations*

This student was able to read “Cat” independently, but asked for help with parts of “Bad Dog.” (e.g., “What’s a sinner? What does *cower* mean?”) The student also needed some encouragement to complete the Venn diagram (the teacher reviewed what kind of information went in each part). Reflecting on the activity, the student wrote, “The poem I liked best was ‘Cat’ because I have a cat.”

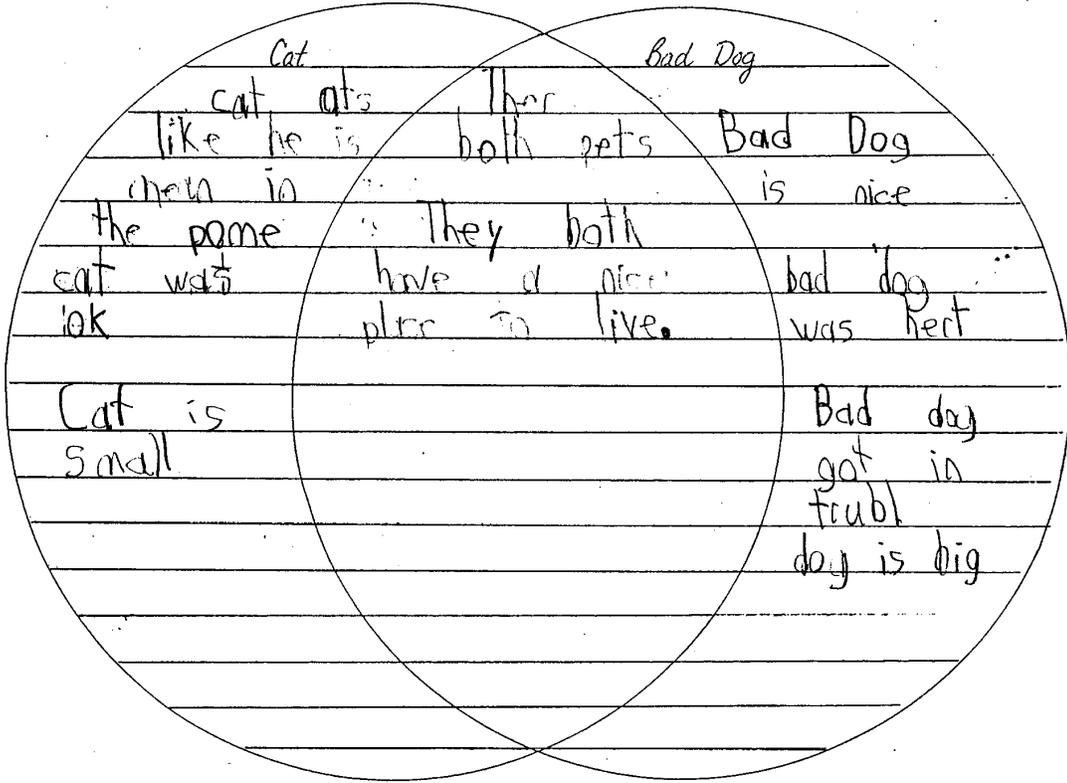
- able to identify (reading) problems
- uses context clues with support
- responses are generally accurate, but lack detail
- uses some relevant details in answers and explanations
- makes some inferences
- makes concrete connections to own experiences

Compare/Contrast Chart

Different

Alike

Different



## FULLY MEETS EXPECTATIONS

### *Teacher's Observations*

This student was able to read both selections independently, but later noted that parts of “Bad Dog” were hard to understand because some of the words weren’t “normal words.” When prompted, however, the student was able to give an approximate meaning for *cowers*. The student completed the diagram independently, showing some insight into the poems. Reflecting on the activity, the student wrote, “The poem I liked best was ‘Bad Dog’ because it reminded me of my dog—she takes off on us all the time and comes home dirty. But I love her a lot so I would never chain her up.”

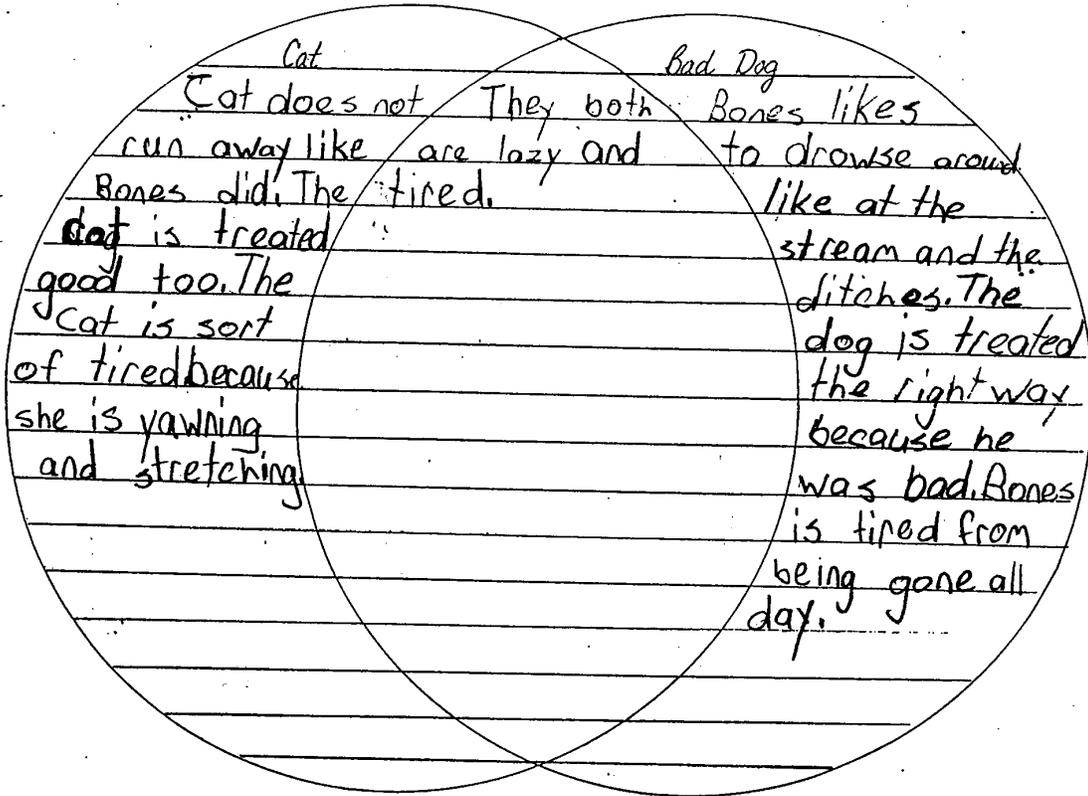
- able to identify (reading) problems
- responses are generally accurate, but lack detail and are incomplete in places
- uses context clues successfully; needs prompting
- accurately describes main characters and events
- uses relevant details
- makes and explains personal connections that show some insight

### Compare/Contrast Chart

Different

Alike

Different



## Grade 3 Reading for Information

### *Sample 1: Animal Study*

#### **Context**

Students were involved in a unit study on animals. The teacher built students' background knowledge by having them look at pictures of animals and read and view a variety of reference materials. As a class, students discussed specific characteristics of animals and adaptations of animals to their environments, completing charts for future reference.

The teacher had directly instructed students in some of the structures of informational text (e.g., topic sentences, headings, sidebars, and captions). The teacher introduced students to some strategies and approaches needed to read informational text and to how these may be different from the strategies and approaches they use when they read literature. The teacher modelled how to gather facts and organize notes using a web or a grid. Students practised gathering and locating facts from an article using different strategies such as webs, fact grid sheets, and highlighting.

#### **Process**

The teacher chose a variety of articles on animals, at a comfortable reading level for the students, and explained that they were going to show what they had learned about finding information. Students recorded information under four headings, then wrote summary paragraphs about the animal they had chosen.

The teacher conducted brief conferences with some students, asking them to read part of the article aloud and to respond to prompts such as:

- What was the most interesting or surprising thing you read?
- Did this information match what you already knew about that animal? How was it the same? How was it different?
- What questions do you have about the animal?

## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### *Teacher's Observations*

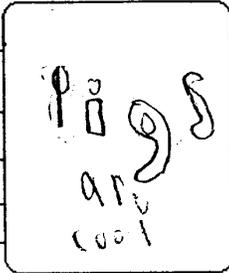
This student located the main ideas and included some detail. The student was able to read the article independently and required only occasional support to complete the task. During the conference, the student tried to sound-out unfamiliar words. When asked if any of the information was surprising, the student offered some opinions (e.g., “Mother animals look after their babies. I don’t see why the mother pigs aren’t more careful.”)

- uses phonics to help figure out words
- responses to comprehension tasks are generally accurate, but lack detail
- accurately identifies most main ideas
- uses some relevant details; includes some irrelevant material
- can tell some ways the information is like or unlike other information they know about the topic

Animal Research

Appearance

- pigs are big
- pigs are fat
- pigs have big ears
- pigs have big noses
- pigs have four legs



Food

- ground beans
- grains
- scraps
- fish meals
- grass

Habitat

- Some pigs live in farms
- some pigs live in dens
- some pigs live in sties
- some pigs live in hillmuck

Reproduction

- some pigs call runt
- baby pigs are called piglets
- some pigs are killed by their mom accidentally

Paragraphs

Pigs live in all sorts of places as China and Canada. Some pigs live in farms. Pigs have big ears, a big nose called a snout. Pigs are very large. Pigs eat mostly anything. Some of pigs eat a lot of grain. Pig roll in the mud to be cooler in the sun. Some pigs are called runts if they are the last piglet. Baby pigs are called piglets.

## **FULLY MEETS EXPECTATIONS**

### *Teacher's Observations*

This student read the article and completed the task independently, locating main ideas and relevant details. During the conference, the student read aloud fluently, commented on surprising information, and posed questions. (e.g., “I was surprised that beavers store branches under water for food. I wonder why they don’t keep it in an easier place? And what happens if the pond freezes to the bottom?”)

- rereads and skims to find details needed in a conference
- responses are accurate, clear, and complete
- accurately identifies main ideas
- uses relevant details in answers and explanations
- sorts the information

<p><u>Appearance</u>          webbed feet rodents          broad tail          thick coat</p>	<p>(Diet)          water plants, grasses          roots herbs tender bark          leaves buds branches</p>
<p><u>Habitat</u>          In we          father moves in + out</p>	<p><u>Reproduction</u>          3 to 4 babies          2 year olds leave lodge</p>

Title: Beavers Name: \_\_\_\_\_

→ Beavers are rodents. They have webbed feet & thick coat. They have long teeth for gnawing. But a beaver's front teeth never stop growing. Their hind feet are used for swimming and digging.

→ They eat water plants, grass, roots, herbs, tender bark, leaves, buds and branches. They store branches underwater for winter food. When the pond freezes over, the beavers swim under the ice to the food supply. They cut off a branch and take it to the lodge.

→ Usually you will find a family of beavers living in a lodge. The family is made up of the mother, the father, and the last two litters of young. Just before a new litter is born, the two-year olds are driven out of the lodge. In late spring 3 to 4 babies are born.

When a beaver dives, flaps close in its nostrils and ears. They shut out water. A beaver can stay underwater for 12 min. at a time.

## Grade 3 Reading for Information

### ***Sample 2: Facts About Birds***

#### **Context**

Throughout the year, this teacher modelled and gave students guided practice in using strategies for reading information, including how to:

- identify topic sentences and supporting details
- locate, record, sort, and classify facts
- use context and word parts to figure out specialized vocabulary
- use text features such as headings and illustrations to make predictions and support understanding

Students were working on a mini-theme on birds. The teacher and students discussed and gathered information about the characteristics of birds. The teacher encouraged them to read informational articles, watch videos, and access information on CD-ROMs.

#### **Process**

The teacher provided students with an article titled “Birds on the Wing.” The class reviewed how to locate main ideas and important facts, and how to organize them into categories.

Students were then instructed to:

- read the article independently
- record important facts
- cut up the selected facts and sort them into logical categories
- think of a good name or heading for each category
- glue the facts under the appropriate heading

The teacher reminded students not to copy entire sentences, but to record only key words and phrases.

As students worked, the teacher observed three to four students and made notes about how they read and how they responded to the task.

## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### ***Teacher's Observations***

This student was able to complete the task with some support and encouragement, working slowly and deliberately, pausing from time to time to decode words. The student appeared to rely on sounding-out until the teacher suggested thinking about what would sound right and make sense. The student recorded several facts accurately.

- uses context clues with support
- uses phonics to help figure out words
- with prompting, uses prior knowledge to support understanding
- responses are generally accurate, but lack detail and are incomplete in places
- accurately identifies most main ideas
- uses some relevant details; includes some irrelevant material
- creates very broad categories and sorts information

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# Birds

humming birds

the hummingbirds can even  
fly backwards!

the hummingbird hovers.

can you see the humming  
fast wings I can't

do fly.

They Don't fly  
It takes a long time  
for it to fly.

Penguins have arms  
wings to help Bal

loon spends most of its  
time in the water.

Some birds do not fly at  
all!

Birds can stay in the air  
for days! flyers

the Bald eagle can soar  
soar.

Birds are little flyers.

Secret!  
Bones are hollow.

## **FULLY MEETS EXPECTATIONS**

### *Teacher's Observations*

This student previewed the selection before reading, looking at the headings and illustrations, then read independently, pausing occasionally to figure out a word or examine the illustrations. The student independently completed the task, creating logical categories and sorting relevant details.

- combines phonics and word structure with other cues to help figure out new words
- uses text features to anticipate and understand content
- rereads and skims to find details needed
- accurately identifies main ideas
- uses relevant details
- attempts to organize material when recording
- makes some inferences when appropriate

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## Birds

### Bones

The bones of a bird are hollow. Some birds soar, flap their wings fast,

The bones have thin walls.

Some birds hover, dive, and some can't even fly!

### Kind of flying

Wings | Birds also have wings to help them fly. Way of flying

Not all the wings of a bird are the same, some fly different ways.

Birds are built for flying.

Penguins still have wings but don't fly. The bird can glide down slowly without even moving its wing.

The loon is mostly in the water not in the air. The hummingbird can even fly backwards!

The penguin's wings are like flippers.

## Grade 3 Reading for Information

### ***Sample 3: Evidence About Astronauts***

#### **Context**

Students were studying space. The class had been working with various types of informational text, exploring ways to effectively access the information contained in them. Throughout the year, the class kept ongoing lists of types of information and strategies for reading information.

#### **Process**

The students worked in small groups to brainstorm lists of interesting things they had learned about space. Each group recorded their ideas and one member reported to the large group. The class took a poll to determine which students would like to go up in space and which students would not like to go up in space. Students offered reasons for their choices.

The teacher introduced an article titled “Ask An Astronaut,” which outlines the experiences of an astronaut in space. The teacher set the purpose for reading by posing the question, “Does this article prove that it’s easy or not easy to be an astronaut?”

Students were instructed to read the article and make a list of ideas from the text that gave evidence about whether it was easy or hard. Students then used these lists to respond to the question. The teacher emphasized the importance of using specific evidence from the text.

The teacher observed students as they read, recorded information, and responded to the question, providing assistance as needed.

## **MEETS EXPECTATIONS (MINIMAL LEVEL)**

### *Teacher's Observations*

This student read the article independently, but needed some encouragement to complete the task. The teacher reviewed the task, helped the student write the first sentence, and modelled finding evidence. The student then completed the task independently.

- with prompting, uses prior knowledge to support understanding
- reread to find information needed; not efficient
- accurately identifies most main ideas
- responses are generally accurate, but lack detail
- has difficulty making inferences

It is hard work to be a astronaut.

It is very hard to work, eat, and sleep.

Its hard to tether yourself. Astronauts miss there families. You canit breth in space. There is no gravity. There is no up or down. In space you are weightlessness. You can get a very stuffy nose. It fells like you fell of a horse wene you go up in space.

## **FULLY MEETS EXPECTATIONS**

### *Teacher's Observations*

This student read the article and completed the task independently. The teacher noticed the student skimming the article to find specific evidence.

- accurately identifies main ideas
- response to the question is accurate and complete
- uses relevant details in answers and explanations
- makes some inferences when appropriate

Being an astronaut is hard word because you sometimes get motion sickness. It is also hard to get use to no gravity. In space you would get confused and disoriented. It is also scary when you get serious problems. If you're an astronaut and you go up in space you will miss your families. It's hard to get use to zero gravity. It is scary when you get weightlessness. It is a bit like when you fall off a horse. Eating up there is hard because if you don't tether it it would float around. If you were in space you would miss the smell of outside.