

Reading

GRADE 3

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Reading Literature

The study of literature is at the heart of English language arts. In Grade 3 students apply their reading skills to interpret and respond to an increasing variety of children's literature.

MATERIALS

The following suggestions indicate the range of literature and level of challenge appropriate for students in Grade 3.

- ◆ traditional stories such as folk tales and fairy tales
- ◆ realistic stories about friends, families, or animals (e.g., *Waiting for Whales* by Sheryl McFarlane)
- ◆ fantasy and humorous stories (e.g., *The Magic Hockey Skates* by Allen Morgan, *Lizard's Song* by George Shannon, *The Salamander Room* by Anne Mazer, *Rainbow Rhino* by Peter Sis)
- ◆ simple novels—often in a series (e.g., *Put that Fat Cat on a Diet* by Nancy Scott Ansley, the *Amelia Bedelia* series by Peggy Parish, *Ramona Quimby* by Beverly Cleary, *The Foundling Fox* by Irina Korschunow, *Mice on Ice* by Jane Yolen. See the Educational Resource Aquisition Consortium website at www.bcerac.ca/ and the Ministry of Education website at www.bced.gov.bc.ca/irp_resources/1r/resources/res_main.htm)
- ◆ picture books with a high proportion of text (e.g., *In My Mother's Garden* by Melissa Madenshki, *Possum Magic* by Mem Fox, *The Mitten* by Jan Brett, *Very Last First Time* by Jan Andrews, *The Rooster's Gift* by Pam Conrad, *The Polar Express* by Chris Van Allsburg, *Cowardly Clyde* by Bill Peet)
- ◆ short narrative and descriptive poems (both rhyming and free verse)
- ◆ humour in a variety of forms, including cartoons (e.g., *Garfield* books by Jim Davis, riddle books)
- ◆ plays
- ◆ stories and poems written by their classmates

TYPES OF TASKS

In Grade 3, students explore a variety of ways of responding to, interpreting, and analyzing the literature they read. They are frequently asked to:

- ◆ write journal responses
- ◆ create visual representations (e.g., posters, storyboards)

- ◆ retell the beginning, middle, and end of stories
- ◆ list information about a character
- ◆ compare self to a character or compare two fictional characters
- ◆ compare two versions of the same story
- ◆ participate in class and small-group discussions
- ◆ use graphic organizers (e.g., Venn diagrams, story maps)
- ◆ take part in reader's theatre and choral reading
- ◆ engage in role-plays, puppet plays, and dramatizations
- ◆ give simple "book talks" about books they have read independently
- ◆ conference with the teacher about a book or story they have read (may include reading aloud, retelling, or responding)
- ◆ write short reviews or recommendations about favourite books or stories
- ◆ create new works of their own (including new endings) modelled on the literature they read

Prescribed Learning Outcomes

The BC performance standards for Grade 3 reading literature reflect the following prescribed learning outcomes from Grade 3 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of a range of grade-appropriate literary texts [B1]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ use a variety of strategies before reading and viewing [B5]
- ◆ use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ use a variety of strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to extend thinking [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ recognize and derive meaning from the structures and features of texts [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 3 Literature

This chart describes the general characteristics of literature suitable for most students in March-April of Grade 3.

LANGUAGE

- generally simple, straightforward vocabulary—tends to be conversational
- challenging or unusual words are supported by context clues
- some descriptive language to create an effect or mood
- short, direct sentences; some variety; increasing use of a variety of transitions
- stories and novels usually feature a great deal of dialogue and may involve three speakers in places
- poetry includes simple figurative language and may include some word play; many poems feature strong rhythm and rhyme, although students are expected to read simple free verse as well

IDEAS AND ORGANIZATION

- subject matter is highly interesting to students and related to their experiences
- the plot of stories or novels tends to be quite fast-moving, involve a lot of action, and engage the emotions
- often includes humour (not subtle)
- characters are generally simple and straightforward; many are stereotypes (e.g., “good” or “bad”)
- plot is concrete and predictable, but it does go beyond a simple “beginning, middle, end”; there is a clear cause-effect pattern
- sequencing tends to be simple time order with no flashbacks or diversions
- stories may include more abstract or complex ideas than novels; they often include a clear message
- in stories and novels, the problem is solved; there is no ambiguity in the ending (there may be a simple twist at the end)
- in novels, chapters are relatively independent and self-contained, although they may end with cliff-hangers
- stories and novels are often written in the first person
- stories come from a range of genres: folk tales, adventure, and humour
- poetry may deal with some simple abstract concepts (e.g., friendship)

GRAPHICS

- few illustrations, especially in novels
- poems and stories are often illustrated, but the text is clearly more important
- relationships between text and illustrations are clear; illustrations tend to be representational

FORMAT

- type size is at least 12 point
- lines are relatively short
- a high proportion of white space, although there is an increasing amount of text on each page in novels and stories
- in novels, chapters are relatively short (five to ten pages)
- poems tend to be short and centred on a single page

Quick Scale: Grade 3 Reading Literature

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March-April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may be able to read and recall simple, short selections with familiar language. Often needs one-to-one support for both reading and comprehension activities.</i>	<i>The student is able to read simple, direct fiction and poetry, and complete basic comprehension and response tasks with some support. Work often lacks detail.</i>	<i>The student is able to read simple, direct fiction and poetry, and complete comprehension or response activities independently. Work is accurate and complete.</i>	<i>The student is able to read materials that have some complexity, and complete comprehension or response activities independently. Work often shows insight or exceeds requirements of the task.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • relies on sounding-out; has difficulty using context clues • predictions tend to be guesses, may not be logical • may attempt to recall or guess rather than reread for details 	<ul style="list-style-type: none"> • uses phonics and context clues (with support) • makes simple, obvious predictions using prior knowledge • rereads to find details needed; may be inefficient 	<ul style="list-style-type: none"> • uses phonics, word structure, and context clues (may need prompting) • makes logical predictions using prior knowledge and story structure • rereads and skims for details needed 	<ul style="list-style-type: none"> • combines phonics, word structure, and context clues efficiently • independently uses prior knowledge and story structure to support reading • rereads and skims for details; efficient
COMPREHENSION <ul style="list-style-type: none"> • accuracy, completeness • characters • events • retell; explain relationships • inferences 	<ul style="list-style-type: none"> • responses to questions or tasks are often incomplete; may be inaccurate • may identify main characters and some events • often has difficulty sequencing events • cannot make inferences (“read between the lines”) due to difficulties with literal meaning 	<ul style="list-style-type: none"> • responses to questions or tasks are generally accurate, but may be vague, lack detail • accurately recalls main characters and most events • may have difficulty with sequence • focuses on literal meaning; may have difficulty making inferences 	<ul style="list-style-type: none"> • responses to questions or tasks are accurate, clear, and complete • accurately describes main characters and events • retells events in correct general sequence • makes some inferences; may need prompting 	<ul style="list-style-type: none"> • responses to questions or tasks are accurate, clear, and thorough • thoroughly describes main characters, events, and setting • retells events in sequence; explains cause-effect • makes inferences; shows insight
RESPONSE AND ANALYSIS <ul style="list-style-type: none"> • connections to experiences and other selections • opinions 	<ul style="list-style-type: none"> • needs support to make simple personal connections • opinions are vague and unsupported 	<ul style="list-style-type: none"> • makes concrete connections to own experiences • offers simple opinions; provides support when prompted 	<ul style="list-style-type: none"> • makes direct, obvious connections to self and to other selections • offers simple opinions with some support 	<ul style="list-style-type: none"> • makes and explains connections to self and to other selections; often unusual and insightful • offers opinions with logical support

Rating Scale: Grade 3 Reading Literature

Student achievement in reading literature by March–April of Grade 3 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The student may be able to read and recall simple, short selections with familiar language. Often needs one-to-one support for both reading and comprehension activities.</i>	<i>The student is able to read simple, direct fiction and poetry (as described in the chart on page 70) and complete basic comprehension and response tasks with some support. Work often lacks detail.</i>
STRATEGIES • adjust for purpose • word skills • comprehension strategies	<ul style="list-style-type: none"> • is sometimes able to identify reading problems when asked • may not be able to use context clues (what makes sense and sounds right) • tends to rely on sounding-out (phonics) and picture clues to figure out words • needs direct support to use prior knowledge to help understanding • predictions are often guesses and may not be logical • may respond to questions or activities by recall or guessing instead of rereading 	<ul style="list-style-type: none"> • identifies reading problems when asked • uses context clues with support • uses phonics and, if prompted, word structure to help figure out words • if prompted, uses prior knowledge to make predictions and support understanding • if prompted, uses knowledge of story structure or other literary forms to make simple, obvious predictions • rereads to find information needed in a conference or activity; may be inefficient
COMPREHENSION • accuracy, completeness • characters • events • retell; explain relationships • inferences	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are often incomplete; may be inaccurate, vague, or repetitive • may identify the main character(s) and some events • often has difficulty sequencing events or explaining cause-effect • may be able to recall a few details if asked about characters or events; these are often irrelevant or inaccurate • unable to make inferences • may have difficulty with literal meaning 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are generally accurate, but may lack detail or be incomplete in places • accurately identifies main characters; recalls most key events • occasionally has difficulty sequencing events (may omit some events) • uses some relevant details in answers and explanations; may include some irrelevant material • may have difficulty making inferences • focuses on literal meaning; needs support to identify the author’s message
RESPONSE AND ANALYSIS • connections to experiences and other selections • opinions	<ul style="list-style-type: none"> • may be able to make simple, concrete personal connections if provided with a pattern or frame to complete • often unable to make connections to other selections (tends to have a limited repertoire of reading or listening experiences to draw on) • opinions or judgments tend to be vague and unsupported 	<ul style="list-style-type: none"> • makes concrete connections to own experiences (e.g., identifies obvious similarities with a character) • with prompting, makes simple, obvious connections to other selections (often has a limited repertoire of reading or listening experiences to draw on) • offers simple opinions or judgments; has difficulty giving reasons or examples

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read simple, direct fiction and poetry (as described in the chart on page 70) and complete comprehension or response activities independently. Work is accurate and complete.</i></p>	<p><i>The student is able to read materials that have some complexity in language or ideas, and complete comprehension or response activities independently. Often shows insight and exceeds requirements of the task.</i></p>
<ul style="list-style-type: none"> • checks to make sure the selection is making sense; able to identify problems • uses context clues successfully; may need prompting (e.g., “What would make sense and sound right?”) • combines phonics and word structure with other cues to help figure out new words • uses prior knowledge to make predictions • applies knowledge of story structure or other literary forms to make logical predictions when prompted • rereads and skims to find details needed in a conference or activity 	<ul style="list-style-type: none"> • checks to make sure the selection is making sense; evaluates understanding • uses context clues effectively • efficiently combines phonics and word structure with other cues • independently draws on prior knowledge to make predictions and solve problems • uses knowledge of story structure or other literary forms to make logical predictions • rereads and skims to find information needed in a conference or activity; efficient
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear, and complete • accurately describes main characters and events • recounts events in the correct general sequence • uses relevant details in answers and explanations • makes some inferences • if prompted, may offer some insight into the author’s message 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear, and thorough • thoroughly describes main characters, events, and setting • recounts events in the correct sequence; explains cause-effect relationships • uses specific, relevant details in answers and explanations • makes inferences; often uses “between the lines” information • shows some insight; may comment on the author’s message
<ul style="list-style-type: none"> • may make several personal connections that are direct, concrete, and obvious (e.g., can identify ways a character is the same as and different from self) • makes logical connections to other selections with obvious similarities (e.g., two versions of the Cinderella story) • offers simple opinions or judgments with some supporting reasons or examples 	<ul style="list-style-type: none"> • makes and explains personal connections that show some insight and may not be obvious to others at first • makes connections to other selections that require some inferences or insights (e.g., may focus on characters’ feelings); gives evidence to explain the connections • offers opinions or judgments with logical supporting reasons or examples

Sample Task: Reading and Retelling

CONTEXT

Students in this class frequently worked in teacher-led literature discussion groups where they shared ideas, responses, and questions about stories or books.

This activity took place as part of an author-illustrator study of the works of author Betty Waterton and author-illustrator Ann Blades. Each student had read one or more books by these authors (e.g., *A Salmon for Simon* by Waterton and Blades, *Back to the Cabin* by Blades, *The Lighthouse Dog* by Waterton) and had worked with a partner to represent story events and characters.

PROCESS

Students reviewed what they had learned about Betty Waterton and Ann Blades. The teacher then distributed copies of *Pettranella*. Students were invited to examine the title and the cover illustration and generate as many questions as they could about the story. The teacher recorded their questions in a collaborative list.

Students read the story independently. The teacher asked them to illustrate at least four main events in the story, including the beginning and end, then to write about what was happening in each picture. The teacher emphasized that they should draw the illustrations first. (Students could have more paper and illustrate more than four events.)

Students who had difficulty reading the story worked with a buddy. One student worked with the teacher (see sample for *Not Yet Within Expectations*).

After students completed the written activity, the teacher met with small groups who shared their work. The teacher then prompted discussion with questions such as:

- ◆ How did you get along with reading the story? Was it hard or easy for you? Can you find a word in the story that was hard for you to read? How did you figure it out?
- ◆ Which parts did you show in your pictures? How did you decide which parts to draw?
- ◆ When you think about *Pettranella* and her life, is there something that is the same as your life? Maybe you could think about a time

when you had to move, a time when you had to say goodbye to somebody you really loved, or a time somebody gave you something special and you lost it.

- ◆ Would you like to have Pettranella for a friend? Why or why not? What kinds of things do you think you would do together?
- ◆ How is this story like other stories you have read by Betty Waterton?
- ◆ We have enjoyed a lot of illustrations by Ann Blades. Are there any features of the illustrations in this book that are like others we've seen? What clues would tell you that Ann Blades was the illustrator even if you didn't see her name on the book?

NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student was unable to read the story independently. After the teacher read the story with the student, the student continued to have difficulty recalling and discussing story events.

- ◆ relies on sounding-out and picture clues to figure out words
- ◆ responds to questions by guessing
- ◆ identifies the main characters and some events
- ◆ responses are often incomplete, inaccurate, vague, or repetitive
- ◆ recalls a few details; these are often irrelevant or inaccurate

This student required one-to-one support. The teacher sat beside the student and read the selection with her while the other students read the story independently. Because the student was having difficulty, the teacher asked her to talk about the main events of the story rather than do the written task. The teacher recorded the student's responses as shown below.

Teacher: How did the story start?

Student: The girl lives with a mom and dad.

T: Do you remember who else was in the story?

S: No.

T: Let's go back and reread the beginning of the story and see if we can find out who else was in the story.

S: Grandmother and the girl.

T: What happened in the story?

S: The girl grows flowers.

T: Let's go back and look at the illustrations in the story and see if this can help you remember what happens. (The teacher reviews the illustrations.) What happened first?

S: They get a letter.

T: How do the pictures help you remember what the story was about?

S: I can look at the pictures, and it helps me remember what you read. I really like the pictures because it helps you know the story. I know how to sound out words, too.

T: What do you think happened next?

S: They go on a trip and live somewhere else.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

T: Do you remember where they went?
S: No.

T: How do you think we could find out?
S: Go back and look at the pictures?

T: Let's try that. Can you think of another way we could find out where they went to live?
S: No.

T: What if I reread some of the story?
S: Yeah, then I could find out. (The teacher rereads parts of the story.)

T: How do you think they felt leaving Grandmother?
S: Grandmother gave the girl seeds.

T: You're right, she did. Think about being that girl and having to leave your Grandmother. How would you feel?
S: Sad.

T: Why would you feel sad?
S: Because I'd want her to come with me.

T: Can you think of a time in the story that Pettranella was upset or angry?
S: No.

T: Let's go back to the story and I will reread you that part. (The teacher rereads part of the story.) Can you think of a time in the story that Pettranella was upset or angry?
S: When she lost her seeds.

T: Why do you think she felt that way?
S: I don't know.

T: If you lost something you really cared about, how would you feel?
S: I once lost our cat, and it never came back.

T: How did you feel?
S: I was sad because it always slept on my bed.

T: Why do you think she felt upset or sad?
S: Because she loved the seeds.

T: How did the story end?
S: The girl got her seeds, and the flowers grew.

T: If you wrote the story, how would you have written the ending?
S: I would make Grandmother come to live with her because I would like my Grandmother to live with me.

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations



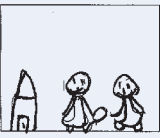
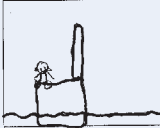


The student was able to read the selection and complete the task independently. The work is generally accurate but incomplete (the ending is missing) and lacks detail (it is not clear whether or not the student understands what happened to the seeds). During the group conference, the student was able to find a challenging word in the story and, with the teacher's help, use both context and phonics to figure it out.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ identifies reading problems when asked
- ◆ accurately identifies main characters; recalls most key events
- ◆ uses some relevant details in answers
- ◆ makes concrete connections to own experiences

“My dad really likes to garden, and I help him plant seeds every spring. My favourite thing me and my dad plant are pumpkin seeds so on Halloween we have our own pumpkin to carve.”
- ◆ offers simple opinions or judgments

“Ann Blades makes neat pictures.”

	<p>Pettranella By Betty Waterton</p> <p>Pettranella lived with her mother and father and Grandma. One day they got a letter from Canada.</p>
	<p>Pettranella asked ^{if} they ^{could} go to Canada and they did. Grandma did not go.</p>
	<p>Pettranella got some seeds to plant a garden.</p>
	<p>She went to the ocean on a big ship.</p>
	<p>Pettranella lost her seeds. her mom said they could get more seeds.</p>
	<p>She planted them in the spring.</p>

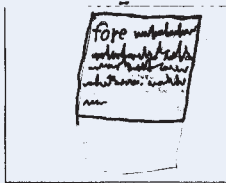
FULLY MEETS EXPECTATIONS

Teacher's Observations

The student read the selection and completed the task independently. The teacher noticed the student reviewing the story while drawing the pictures and writing about events. The student's work is concise but complete—the key aspects of the story are included.

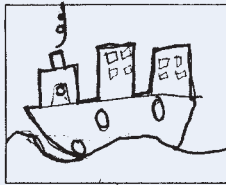
	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ rereads and skims to find details needed
- ◆ responses are accurate, clear, and complete
- ◆ accurately describes main events
- ◆ makes personal connections that are direct, concrete, and obvious
“I remember when my family moved because of my dad’s work. Nobody wanted to go, but we had to so he could have a job. I had to leave my friends and my school, and I really didn’t want to go.”
- ◆ makes connections to other selections that require some inferences or insights
“Betty Waterton’s books all have kids who have a problem.”

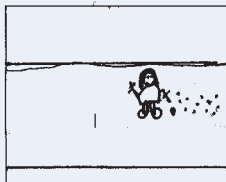


Pettranella By Betty Waterton

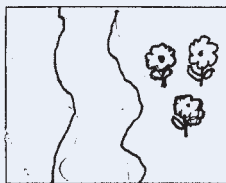
They have got a letter from Uncle Gus in Canada. He found a place to stay.



Pettranella is going on a boat to Ontario. Ware they will stay for awhile. The grandmother gave Pettranella some seeds.



When she was walking on the trail Pettranella drop the seeds and did not notice. She was angry. She planted different seeds.



On the way back home she found the seeds. They were flowers. Pettranella was happy The End

EXCEEDS EXPECTATIONS

Teacher's Observations

The student read the story quickly, with no apparent difficulty, and frequently referred to the story while completing the task. During the group discussion, the student was able to make several connections that showed insight into the story.

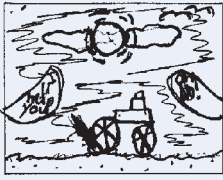
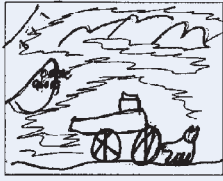
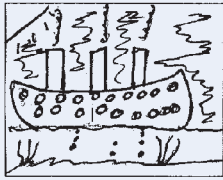
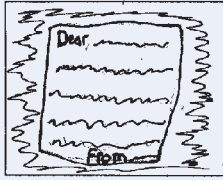
- ◆ rereads and skims to find information needed; efficient
- ◆ responses are accurate, clear, and thorough
- ◆ thoroughly describes main characters and events
- ◆ uses specific and relevant details in answers
- ◆ makes and explains personal connections that show some insight
“This story makes me think of a time I lost a necklace that I got from my grandma for my birthday when I was really little. It was really special because it had my birthstone in it. I didn’t want to tell my mom that I lost it because I knew she would be really mad at me for losing it. Finally I had to tell her because I couldn’t find it by myself and, maybe if we couldn’t find it, she would buy me a new one so my grandma wouldn’t know. The great thing is we did find it. And now I keep it in a really special place so that won’t happen to me again.”
- ◆ makes connections to other selections that require some inferences or insights; gives evidence to explain the connections
“I like Betty Waterton’s books. There’s always a problem that makes you worry, but then everything turns out okay in the end—like Simon saved the salmon and Pettranella found the flowers.”

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

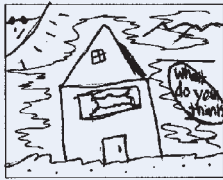


Pettranella by Betty Waterton

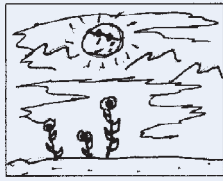
Pettranella lives with her mom and dad in the upstairs of her grandmothers long narrow house. Every day smoke comes out of the smokestacks and kills everything around her. One day her father tells her there going to move to a new homestead and that grama isn't coming. They had to sign so many forms Pettranella thought it would never end but finally one day they were free to go. They were allowed to go on the ship. When they finished there journey there was an axe, a saw, a hammer and nails, sacks of food, a cow a plow and a strong brown ox.



When they were walking there shaft broke, but luckily another person was behind them he and Pettranella's dad make friends and fix the shaft together. Earlyier Pettranella had droped grama's seeds, oh! no!. she ran back but they were gone. Now she knew she could never have a flower garden.



Later in the after noon they found there homestead. One morning a wobly legged cafe was born so were 16 chicks. Pettranella's father started to make a small cabin. One day they were in the wagon when Pettranella cried stop she found the seeds gramma gave her they were now flowers.



Reading for Information

Throughout their schooling and in their lives outside of school, students apply their reading skills in order to acquire, organize, and interpret information. These skills are fundamental to their success in a variety of curriculum areas. The ability to deal with technical and reference materials is also essential for success in most careers and in many leisure activities.

MATERIALS

The following suggestions indicate the range of informational materials and level of challenge appropriate for students in Grade 3.

- ◆ simple textbooks (e.g., science, social studies, mathematics)
- ◆ non-fiction books (e.g., *Nature* and *Life Cycles* series, *National Geographic World Atlas for Young Explorers*)
- ◆ children's magazines (e.g., *Zoo Magazine*)
- ◆ reference materials (e.g., *The Beginning Dictionary* by Walter Spencer Avis, *Junior World Book Encyclopedia*; animal fact books, *Questions Kids Ask* series from Grolier, *Canadian Starters* series on Canada from GLC Publishers)
- ◆ digital information from various sources (e.g., children's Internet sites, excerpts from *Encarta*)
- ◆ written instructions for simple procedures
- ◆ advertising and promotional materials

These materials frequently include illustrations and simple charts and diagrams.

TYPES OF TASKS

In Grade 3, students are expected to perform tasks such as the following as they read, interpret, and analyze information:

- ◆ record and organize facts
- ◆ make simple notes, often using predetermined formats such as webs and charts
- ◆ create visual representations (e.g., posters, illustrations)
- ◆ participate in class and small-group discussions
- ◆ write or present simple reports based on information from one or two sources

- ◆ recount key information orally
- ◆ respond to written or oral questions
- ◆ participate in conferences with the teacher (including reading aloud)
- ◆ follow simple written instructions for constructions, games, or classroom activities
- ◆ explain why they agree or disagree with information or ideas presented

Prescribed Learning Outcomes

The BC performance standards for Grade 3 reading for information tasks reflect the following prescribed learning outcomes from Grade 3 of the *English Language Arts K to 7 Integrated Resource Package*. Using the reading performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

PURPOSES (READING & VIEWING)

It is expected that students will:

- ◆ read fluently and demonstrate comprehension of grade-appropriate information texts [B2]

STRATEGIES (READING & VIEWING)

It is expected that students will:

- ◆ use a variety of strategies before reading and viewing [B5]
- ◆ use a variety of strategies during reading and viewing to construct, monitor, and confirm meaning [B6]
- ◆ use a variety of strategies after reading and viewing to confirm and extend meaning [B7]

THINKING (READING & VIEWING)

It is expected that students will:

- ◆ respond to selections they read or view [B8]
- ◆ read and view to extend thinking [B9]

FEATURES (READING & VIEWING)

It is expected that students will:

- ◆ recognize and derive meaning from the structures and features of texts [B11] *Addressing this learning outcome can support students in using strategies to develop meaning, but in the Reading Performance Standards they are not asked to explain how they work.*

Grade 3 Informational Materials

This chart describes the general characteristics of informational materials suitable for most students in March-April of Grade 3.

LANGUAGE

- generally simple, straightforward vocabulary
- often includes some specific scientific or technical terms
- special or technical terms are presented in context
- frequently repeats key words and phrases
- short, direct sentences; some variety

IDEAS AND ORGANIZATION

- presents one idea at a time
- tries to engage the reader by offering interesting detail, posing questions, and inviting personal connections and response
- information is specific and concrete
- relationships among ideas are explicit and relatively simple (e.g., sequence, cause-effect, main idea-details)
- composed of short paragraphs that usually begin with a clear topic sentence followed by details
- bold titles and headings signal changes in topic (these also assist in predicting)

GRAPHICS

- large, colourful illustrations
- clear and specific relationships between text and illustrations
- most information comes from the words
- may include simple charts, maps, or diagrams
- illustrations or diagrams elaborate and clarify the written text

FORMAT

- type size is at least 14 point
- lines are relatively short
- a high proportion of white space
- longer works include a clear and simple table of contents
- challenging words may be highlighted, italicized, or in bold print
- may include a simple glossary of key words
- in instructions, sequenced steps are numbered and clearly presented
- non-fiction books are usually 50 to 120 pages in length

Quick Scale: Grade 3 Reading for Information

This Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
SNAPSHOT	<i>The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help.</i>	<i>The student is able to read simple and direct information passages and procedures, and complete basic comprehension tasks with some support. Work often lacks detail.</i>	<i>The student is able to read simple and direct information passages and procedures, and complete related tasks independently. Work is accurate and complete.</i>	<i>The student is able to read information and procedures with some complex ideas and language, and complete related tasks independently. Work often exceeds basic requirements.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • relies on sounding-out; has difficulty using context clues • does not use text features to make sense of the selection • may attempt to recall or guess rather than reread for details 	<ul style="list-style-type: none"> • uses phonics and context clues with support • needs help to use text features (e.g., headings, diagrams) • rereads to find details; may be inefficient 	<ul style="list-style-type: none"> • uses phonics, word structure, and context clues (may need prompting) • uses text features (e.g., headings, diagrams); may need prompting • rereads and skims for details 	<ul style="list-style-type: none"> • combines phonics, word structure, and context clues efficiently • uses text features (e.g., headings, diagrams) • rereads and skims for details; efficient
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making, information organization • inferences 	<ul style="list-style-type: none"> • responses to questions or tasks are often incomplete; may be inaccurate • identifies topic • may recall some relevant details if prompted • needs support to locate, record, and organize information 	<ul style="list-style-type: none"> • responses to questions or tasks are generally accurate, but may be vague or lack detail • identifies most main ideas • gives some relevant details • records information without much organization 	<ul style="list-style-type: none"> • responses to questions or tasks are accurate, clear, and complete • identifies main ideas • gives relevant details • tries to organize information; may create logical categories 	<ul style="list-style-type: none"> • responses to questions or tasks are accurate, clear, and thorough; may include inferences • identifies main ideas; concise • gives specific, relevant details • organizes information; can create logical categories
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • unable to tell how new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> • with support, tells some ways new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> • tells some ways new information is like or unlike other information about the topic 	<ul style="list-style-type: none"> • tells some ways new information is like or unlike other information; may question new information

Rating Scale: Grade 3 Reading for Information

Student achievement in reading for information by March-April of Grade 3 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
SNAPSHOT	<i>The student may be able to read and recall brief, simple information passages and procedures that are strongly supported by illustrations. Often needs one-to-one help for both reading and comprehension activities.</i>	<i>The student is able to read simple and direct information passages and procedures (including simple illustrations and other graphics) as described in the chart on page 86, and complete basic comprehension tasks with some support. Work often lacks detail.</i>
STRATEGIES <ul style="list-style-type: none"> • adjust for purpose • word skills • comprehension strategies 	<ul style="list-style-type: none"> • is sometimes able to identify reading problems when asked • may not be able to use context clues (what makes sense and sounds right) • tends to rely on sounding-out (phonics) and picture clues to figure out words • needs direct support to use prior knowledge to help understanding • predictions about content are often guesses and may not be logical • may respond to questions or activities by recall or guessing instead of rereading 	<ul style="list-style-type: none"> • identifies reading problems when asked • uses context clues with support • uses phonics and, if prompted, word structure to help figure out words • with prompting, uses prior knowledge to make predictions and support understanding • needs help to use headings, illustrations, diagrams, and other text features to anticipate and understand content • rereads to find information needed in a conference or activity; may not be efficient
COMPREHENSION <ul style="list-style-type: none"> • accuracy and completeness • main ideas • details • note-making; information organization • inferences 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are often incomplete; may be inaccurate, vague, or repetitive • identifies the topic • may be able to recall a few details if asked direct questions; these are often irrelevant or inaccurate • needs support to record information; may make a brief list of random details • with help, may be able to sort some of the information into categories provided by the teacher • needs continuing support to locate details for comprehension tasks; may guess rather than look back • unable to make inferences 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are generally accurate, but may lack detail or be incomplete in places • accurately identifies most main ideas • uses some relevant details in answers and explanations; may include some irrelevant material • may record information as a random list that combines main ideas and details • with support, can create very broad categories and sort the information • sometimes relies on prior knowledge rather than locating specific information in the selection for comprehension tasks • may have difficulty making inferences
ANALYSIS <ul style="list-style-type: none"> • connections to other information 	<ul style="list-style-type: none"> • may be unable to tell how information in the selection is like or unlike other information she or he knows about the topic 	<ul style="list-style-type: none"> • with support, can tell some ways the information in the selection is like or unlike other information she or he knows about the topic

Fully Meets Expectations	Exceeds Expectations
<p><i>The student is able to read simple and direct information passages and procedures (including simple illustrations and other graphics), as described in the chart on page 86, and complete comprehension and analysis tasks independently. Work is accurate and complete.</i></p>	<p><i>The student is able to read information and procedures (including illustrations and other graphics) that include some complex ideas and language, and complete comprehension and analysis tasks independently. Work often exceeds basic requirements of the task.</i></p>
<ul style="list-style-type: none"> • checks to make sure the selection is making sense; able to identify problems • uses context clues successfully; may need prompting (e.g., “What would make sense and sound right?”) • combines phonics and word structure with other cues to help figure out new words • uses prior knowledge to make predictions • uses text features (e.g., headings, illustrations, diagrams) to anticipate and understand content; may need prompting • rereads and skims to find details needed in a conference or activity 	<ul style="list-style-type: none"> • checks to make sure the selection is making sense; evaluates understanding • uses context clues effectively • efficiently combines phonics and word structure with other cues • draws on prior knowledge to make predictions and solve problems • uses text features (e.g., headings, illustrations, diagrams) to anticipate and understand content • rereads and skims to find information needed in a conference or activity; efficient
<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear, and complete • accurately identifies main ideas • uses relevant details in answers and explanations • attempts to organize information when recording; distinguishes between main and supporting ideas • if asked, creates logical categories and sorts the information; needs some prompting • relies on information in the selection rather than prior knowledge to respond to tasks • makes some inferences when appropriate 	<ul style="list-style-type: none"> • responses to comprehension questions or tasks are accurate, clear, and thorough • clearly and concisely identifies main ideas • uses specific, relevant details in answers and explanations • organizes information when recording; distinguishes between main and supporting ideas • if asked, creates logical categories and uses them to sort the information • relies on information in the selection, including “between the lines” information, to respond to tasks • makes inferences; often uses “between the lines” information
<ul style="list-style-type: none"> • can tell some ways the information in the selection is like or unlike other information she or he knows about the topic 	<ul style="list-style-type: none"> • can tell some ways the information in the selection is like or unlike other information she or he knows about the topic; may question or evaluate new information by comparing it to prior knowledge

Sample Task: Reading About Space

CONTEXT

As part of a study of space, students built their background knowledge by reading informational articles, watching videos, and accessing information on CD-ROMS.

The teacher modelled and gave students guided practice in locating topic sentences and supporting details in informational materials. The class worked together to discover and list key features of informational writing and strategies that they could use to read it. Students worked with partners to practise locating, recording, sorting, and classifying facts.

PROCESS

The class discussed and reviewed how to locate main ideas and important facts. The teacher explained that they were going to read an article on their own, find important facts, and organize them into categories. Students recalled and looked back at their work on similar activities. The teacher reminded students not to copy entire sentences, but to record only key words and phrases.

Students read the article “Star Light, Star Bright” (*Ginn Journeys: A Pocket Full of Stars*). Each student independently wrote down important facts from the article, and then cut the facts into strips and sorted them into logical categories. They made up their own categories.

When students were satisfied with their categories, they gave each category a name, printed the labels clearly on a large piece of paper, and glued the facts under the appropriate heading.

Students met with the teacher in small groups to display their work, compare the categories they had chosen, and talk about the strategies they used to find and organize their facts.

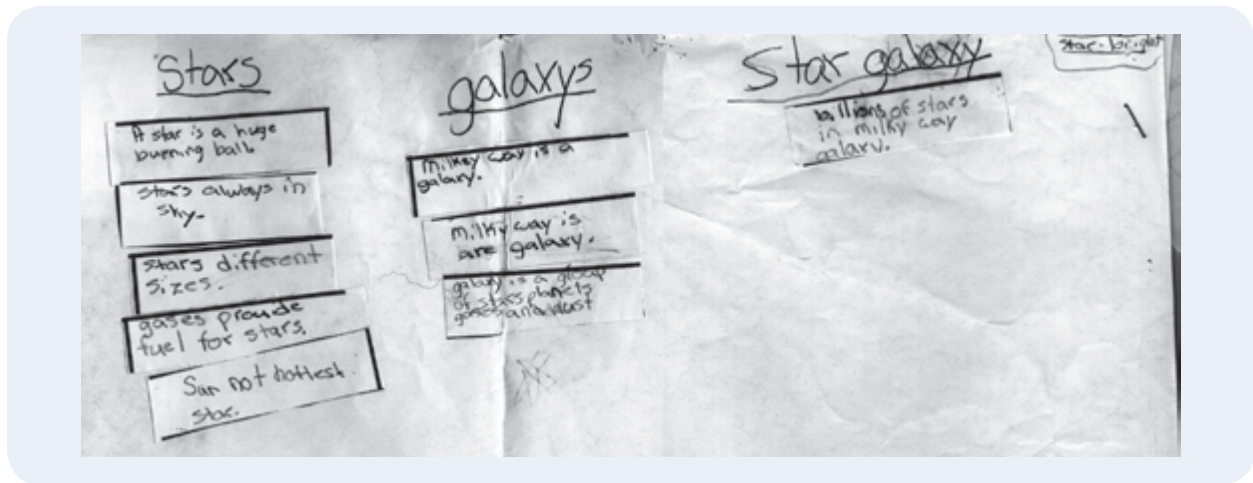
NOT YET WITHIN EXPECTATIONS

Teacher's Observations

The student was unable to read the selection independently; a classroom aide read parts of the selection and provided ongoing support for the task.

- ◆ tends to rely on sounding-out and picture clues
- ◆ responds to activities by recall and guessing instead of rereading
- ◆ identifies the topic
- ◆ recalls a few details; often irrelevant
- ◆ needs support to record information
- ◆ needs continuing support to locate details; guesses rather than looks back

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				



TRANSCRIPT

Stars

A star is a huge burning ball.
stars always in sky.
stars different sizes.
gases provide fuel for stars.
Sun not hottest star.

galaxys

Milky way is a galaxy.
Milky way is are galaxy.
galaxy is a group of stars planets gases and dust

Star galaxy

billions of stars in milky way galaxy.
Star light
Star bright

MEETS EXPECTATIONS (MINIMAL LEVEL)

Teacher's Observations

The student asked for help with several words in the article, but was able to figure them out with some prompting. The student had difficulty choosing facts and needed some encouragement to finish the activity.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ uses context clues with support
- ◆ uses phonics and, if prompted, word structure to help figure out words
- ◆ work lacks detail in places
- ◆ accurately identifies most main ideas
- ◆ uses some relevant details in answers and explanations
- ◆ with support, creates broad categories and sorts the information

(sun)
Hot planets

There are thousands of stars that are bigger than the sun.

but the sun is the hottest star.

The sun is a star a big ball of burning gas.

The fuel for it's fire comes from different types gas.

NO, there are many stars that are hotter than the sun.

The gases in the sun is the reason the sun looks bigger and brighter.

FACT SHEET

NAME: _____ **SUBJECT:** Stars

Stars

There are billions of stars in every galaxy.

There are billions of stars in the milky way.

All the stars / consters move every season.

the spiral galaxy is not actly a spiral

Betel geuse, in the constellation of orion, is 400 times bigger than the sun.

Gases

the gases on the sun are already exploded

There are more than a billion kinds of gases on the sun.

The sun is like a big explosion of gas.

The gases in the sun are that that powerful, if you were as far away as Pluto you couldn't see it.

TRANSCRIPT

(sun)

Hot planets

There are thoundsons of of stars that are bigger than the sun,
but the sun is the hottest star.

The sun is a star a big ball of burning gas.

The fuel for it's fire comes from different types gas.

NO. there are many stars that are hotter than them sun.

The gases in the sun is the reason the sun looks bigger and brighter.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

Stars

There are billons of stars in every galaxys.

There are billons of stars in the mikly wave.

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There are more than a billon kinds of gases on the sun.

The sun is like a big explogin of gas.

the gases in the sun are not that powerful, if you were as far away as plouto you
coude'nt see it

FULLY MEETS EXPECTATIONS

Teacher's Observations

The student was able to read the article and complete the activity independently, looking back through the article carefully to find and record specific facts.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ rereads and skims to find details needed
- ◆ work is accurate, clear, and complete
- ◆ accurately identifies main ideas
- ◆ uses relevant details in answers
- ◆ creates logical categories and sorts the information
- ◆ relies on information in the selection rather than prior knowledge

Galaxy

billions of stars in galaxy

planets Earth spin around Milky way

Milky way are galaxy

We live in Milky Way

galaxy is held by gravite

Sun

Sun gives heat light to earth

Sun is only yellow

Sun is big many stars hotter than sun

Betelgeuse 400 times bigger than sun

give off heat and light

Epsilon is 5,000 times bigger than sun

sun to bright Sun is stars

gases burn fuel comes from gases

sun closer to us

Stars

Sun bigger than all planets put together

fire gives light

Sun is medium star

stars bigger than sun

burning ball

billions you can't see

can't see in day

coolest stars reddish

can see hazy band of light stretching across sky

hottest stars bluish in color

Constellation

stars different sizes billions of stars in milky way Galaxy

pathways in sky

Constellation is picture

you see Queen Bear Hunter

Its hard to recognize patterns

Constellations change

TRANSCRIPT

Galaxy

billions of stars in galaxy
planets Earth spin around Milky Way
Milky Way are galaxy
We live in Milky Way
galaxy is held by gravity

Sun

Sun gives heat light to earth
Sun is only yello
Sun is big
many stars hotter than Sun
Betelgeuse 400 times bigger then sun
give off heat and light
Epsilon is 5,000 times bigger then sun
sun to bright
Sun is star
gases burn
fuel comes from gases
sun closer to us
sun bigger then all planets put together
fire gives light
sun is medium star

Stars

guide Books help
stars bigger then sun
burning ball
billions you can't see
can't see in day
coolest stars reddish in color
can see hazy band of light stetching across sky
hattest stars bluish in color
stars different sizes
billions of stars in Milky Way Galaxy
always in sky

Constellation

Constellation is picture
you see Queen Bear Hunter
Its hard to recognize patterns
Constellations change

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

EXCEEDS EXPECTATIONS

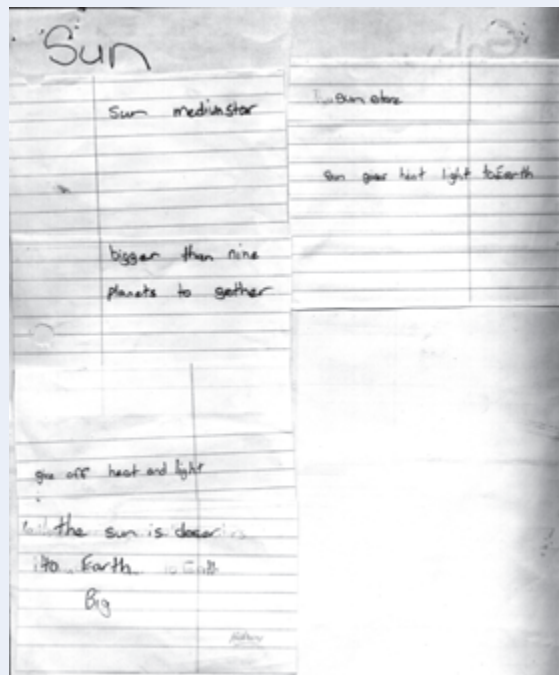
Teacher's Observations

The student read the article and completed the activity independently and efficiently, using text features to locate specific information.

The student's work offers some unique synthesis of the information found in the text.

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
STRATEGIES				
COMPREHENSION				
ANALYSIS				

- ◆ rereads and skims to find information needed; efficient
- ◆ work is accurate, clear, and thorough
- ◆ clearly identifies main ideas
- ◆ uses specific, relevant details in answers
- ◆ creates logical categories and uses them to sort information
- ◆ relies on information in the selection, including “between the lines” information



What temperature hazy band

Stars: hotter than sun

hottest stars bluish in color like center of candle flame

medium temperature neither hottest

coolest stars reddish in color

Stars in the hazy band only part of Milky Way Galaxy

You look up the night sky can see a hazy band of light stretching across the sky

Constellation

Betelgeuse in constellation Orion, is 400 times bigger than sun

People who had imagination named these star-pictures constellations many years ago

into clear night sky you can see bright stars form pattern or star-pictures

Orion hunter, Ursa major Great bear, Cassiopeia queen

you could connect stars like dot-to-dot puzzle, might see outline of hunter, great bear, queen

constellations change position the seasons so its hard at first recognize their patterns

we still use the names today

good guide book Holar-one that shows imaginary star-to-star outline each constellation

about stars How Big

billions more than Earth see

Stars

being tall

Stars always in sky

can't see them sun to light dark sky gets

more stars we see stars come out sky gets darker

imagine its pretty big

star called Epsilon Rigelae is 5000 times bigger than sun

there are stars that many times bigger

stars come in different sizes

Galaxy

A galaxy is a group of stars and planets, of gases and dust, all held together by gravity

the Milky Way Galaxy is our galaxy

billions of stars in each galaxy

Stars spin nine planets including Earth, spin around it are all part the Milky Way Galaxy

billions stars the Milky Way Galaxy

Gravity is force keeps us from falling off Earth

TRANSCRIPT

Gases

fuel comes from gases
fire gives light
gases burn

Sun

Sun medium star
bigger than nine planets together
give off heat and light
the Sun is closer to Earth
Big
sun star
sun gives heat light to Earth

What temperature

Stars hotter than sun
hottest stars bluish in color like center of candle flame.
medium temperature neither hottest
coolest are yellow like sun
coolest stars reddish in color

hazy band

stars in this hazy band only part of Milky Way Galaxy
You look up the night sky can see a hazy band of light
stretching across the sky

Constellation

Betelgeuse in constellation Orion, is 400 times bigger than sun
into clear night sky you see bright stars form pattern or star-picture
you could connect stars like dot-to-dot puzzle, might see outline of hunter, great bear, queen
we still use the names today
People with lot of imagination first named these star-picture constellations, many years ago
Orion hunter, Ursa Major great bear, Cassiopeia queen
constellations change position the seasons so it's hard at first recognize their patterns.
good guide book helps—one that shows imaginary star-to-star outline each constellation

about stars

billions more that can't see.
Stars
burning ball
Stars always in sky
cannot see them
Sun to light
dark sky gets more stars we see
stars come out sky gets darker

How Big

Imagine it's pretty big
star called Epsilon Aurigae is 5,000 times bigger than sun
there are stars that many times bigger
stars come in different sizes