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

GRADE 3 READING LITERATURE

SAMPLE 1: COMPARING TWO VERSIONS OF A STORY

SAMPLE 2: BEGINNING-MIDDLE-END: “THE DELICIOUS, WISE, JUMPING BIRTHDAY SURPRISE.”

SAMPLE 3: BEGINNING-MIDDLE-END: “FLIP THE DOLPHIN SAVES THE DAY”

SAMPLE 4: COMPARING TWO POEMS

GRADE 3 READING FOR INFORMATION

SAMPLE 1: ANIMAL STUDY

SAMPLE 2: FACTS ABOUT BIRDS

SAMPLE 3: EVIDENCE ABOUT ASTRONAUTS
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**

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The three people in stone soup</td>
<td>One is a play and one is a story.</td>
</tr>
<tr>
<td>They tricked them and in person in hatchet gruel</td>
<td>There is only one person in hatchet gruel and three people in stone gruel.</td>
</tr>
<tr>
<td>He tricked her soup</td>
<td></td>
</tr>
</tbody>
</table>

- 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 he 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
<table>
<thead>
<tr>
<th>Same</th>
<th>different</th>
</tr>
</thead>
<tbody>
<tr>
<td>- the people are both hungry.</td>
<td>- the titles are different</td>
</tr>
<tr>
<td>- they both put salt in.</td>
<td>- instead of a gone there's a hatchet.</td>
</tr>
<tr>
<td>- they both happen in a small village.</td>
<td>- instead of foresters there's a soldier.</td>
</tr>
<tr>
<td>- they both make soup.</td>
<td>- the soup is called grace instead of soup.</td>
</tr>
<tr>
<td>- they both stir the soup.</td>
<td>- one is a play, one is a story.</td>
</tr>
<tr>
<td>- they both trick the village.</td>
<td></td>
</tr>
</tbody>
</table>
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 something to make him full asleep.

One day he got a letter from his granma. He was so excited that he thought it was a postcard. But it wasn’t.
he got their his grandpa gave him
the present a was it was a
frog a owl his toy his bike his ball did
he's 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 got confused because how can a pogo 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 Gramm 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
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 case he had no friend.

But then the other dolphins were asking them to go help them get their baby dolphin out of a cave case they were too young to live.
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
Once there was a group of dolphins that were very playful. But there was one funny dolphin. His name was Flip. He could not jump as high or swim as fast as them.

One day he wasn't looking for a friend. He saw some walruses asleep, so he didn't bite them. He saw two polar bears but there mother didn't look playful. He just swam sad 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 two.
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
---|---|---
Cat | Cat | Bad Dog
- cat's | eat's | They're
- like he is | both get's | Bad Dog
- open in | - | is nice
- the pame | They both | cat was
- look | have a nice place to live | was rent
- Cat is | Bad dog | got in
got in | day is big trouble
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
---|---|---
Cat | Bad Dog
Cat does not run away like Bones likes bones did. The tired. Cat is treated good too.
Cat is sort of tired because she is yawning and stretching.

Bones likes to drowse around like at the stream and the ditches. The dog is treated the right way because he was bad. Bones is tired from being gone all day.
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

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pigs are big.</td>
<td>Ground beans</td>
</tr>
<tr>
<td>Pigs are fat.</td>
<td>Grapes</td>
</tr>
<tr>
<td>Pigs have big ears.</td>
<td>Scraps</td>
</tr>
<tr>
<td>Pigs have big noses.</td>
<td>Fish, meat</td>
</tr>
<tr>
<td>Pigs have four legs.</td>
<td>Grass</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Habitat</th>
<th>Reproduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some pigs live in barns. Some pigs live in forests.</td>
<td>Baby pigs are called piglets. Some pigs are killed to sell their meat accidentally.</td>
</tr>
<tr>
<td>Some pigs live in sties.</td>
<td></td>
</tr>
<tr>
<td>Some pigs live in chilling in the mud to be warmer in the sun. Some pigs are called piglets. Baby pigs are called piglets.</td>
<td></td>
</tr>
</tbody>
</table>

Paragraphs

Pigs live in all sorts of places as cities and in farms. They have big ears, big noses, called snouts. Pigs are very large. Pigs eat mostly anything. Some of pigs eat a lot of grains. Pigs run in the mud to be warmer in the sun. Some pigs are called piglets. 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
Title: Beavers

Name:

Beavers are rodents. They have webbed feet and a thick coat. They have long teeth for gnawing. But a beaver’s front teeth never stop growing. There 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 land 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, it plugs its nose with its nostrils and ears. They shut out water. A beaver can stay underwater for five minutes 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
Birds

The hummingbirds can even fly backwards!
The hummingbird homer can you see the humming fast wings I can't.

Don't fly.

They don't fly it took a long time

Penguins have arms to help them

Some birds do not fly at all.
Birds can stay in the air for days!

The Bald eagle can soar.

Birds are built for flying.

Secret!

Ponies 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
Birds

Bones

Kinds of flying

The bones of a bird are hollow, some birds can flap their wings fast.

The bones have thin walls. Some birds have ribs, and some can't fly.

Wings

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

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

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

The penguin 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 an astronaut. It is very hard to work, eat, and sleep. It's hard to tether yourself. Astronauts miss their families. You can't breathe in space. There is no gravity. There is no up or down. In space you are weightless. You can get a very stuffy nose. It feels like you fell off a horse when 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 work because you sometimes get motion sickness. It is also hard to get used 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 used 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.