

Third Grade Reader Development

Text Levels: J-M

Transitional Reader Skills (End of 2nd Grade Goal)

- ___ Reads with automaticity a large number of sight words, most single-syllable words with common vowel patterns, and familiar multi-syllabic words
- ___ Uses visual cues, sentence structure, and meaning as strategies to figure out unknown words with complex vowel patterns, inflected endings, prefixes & suffixes, and uncommon multisyllabic words independently
- ___ Monitors for, and corrects, meaning, structure, and visual errors independently to ensure text comprehension
- ___ Determines meaning of unknown vocabulary through context clues, prefixes & suffixes, root words, and compound words
- ___ Retells stories using story structure and main ideas with key details
- ___ Asks and answers a variety of questions (key details, inferences, evaluative, vocabulary, character analysis/text features) to demonstrate understanding of key details or story elements
- ___ Compares and contrasts details/elements and versions of literature or informational text
- ___ Reads with prosody, which includes phrasing, expression, intonation, rhythm, and attention to punctuation
- ___ Reads at the appropriate speed for comprehension and text interaction
- ___ Reads silently over a sustained time period with longer texts
- ___ Reads accurately, with understanding, a later level transitional text (Text Level M)

Text Levels: N-P

Fluent Reader Skills (End of 3rd Grade Goal)

- ___ Quickly self-corrects decoding errors using story meaning and parts of words
- ___ Uses phrasing, expression, intonation, and punctuation effectively and consistently during oral reading
- ___ Responds to texts more deeply in order to point out things that make a text unique, valuable, or surprising
- ___ Expands vocabulary and utilizes strategies (including word parts) to gain vocabulary knowledge while reading
- ___ Identifies the point-of-view of a text including those of characters and authors
- ___ Understands both literal and nonliteral (figurative) language as it is used in texts to enhance comprehension
- ___ Monitors comprehension in order to make inferences, summarize, draw conclusions, analyze relationships between characters & ideas, and evaluate author's purpose
- ___ Uses reading as a way to access new learning
- ___ Uses the text as a resource to support claims or answer questions that could include inferences, evaluation, key details, vocabulary, and character analysis/text features
- ___ Maintains stamina throughout the reading of chapter books and longer texts
- ___ Reads accurately, with understanding, an early level fluent text (Text Level P)

Text Levels: Q and above

Fluent readers continue to develop as text complexity and stamina increase. Text characteristics that readers must navigate and comprehend include:

Literature: Complex plot & setting including flashbacks, foreshadowing, multiple problems, unfamiliar/foreign places, sub-plots, internal struggles/challenges for characters

Characters have positive and negative traits, powerful supporting characters, protagonists and antagonists, changes in characters that affect the overall theme

Language includes challenging words, figurative language, time or location-specific words, metaphors, similes, and vocabulary that 'makes or breaks' comprehension

Themes can address social or personal issues, symbolism is evident, readers must have an emotional maturity to have compassion towards complex societal themes

Informational: Main ideas become multi-layered and include contrasting perspectives, topics are covered in depth and detail, and there may be several main ideas in one text

Key details become more abstract concepts with longer, more complex sentences and a significant amount of text to support ideas

Vocabulary is extremely specific/technical and only the most challenging words will be supported with a glossary or within context, new vocabulary can be found within text as well as in text features

Text features no longer just enhance main content but instead provide their own subtopics or subsections from which readers also must gain understanding

Comments: _____

Characteristics of Text at Transitional and Fluent Levels

Transitional Text Characteristics

Beginning TRANSITIONAL example:

60-100 pages of text

Multiple non-fiction text structures

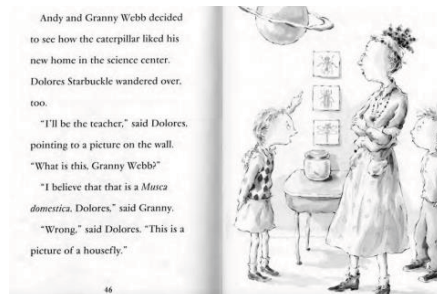
Plots and characters that may be unfamiliar

Complex sentences

Long stretches of text with no picture support

Variety of words to assign dialogue

Some figurative language



Later TRANSITIONAL example:

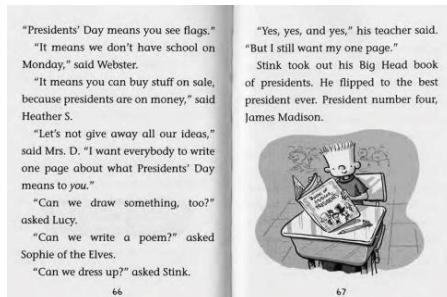
Most content carried by print instead of pictures

Some abstract themes

Multiple points of view of characters

Multiple characters

New vocabulary and content-specific words



Fluent Text Characteristics

Multiple topics that represent larger topics or themes

Variety of ways the author shows character attributes

Complex plots with numerous events and time passing

Multiple characters

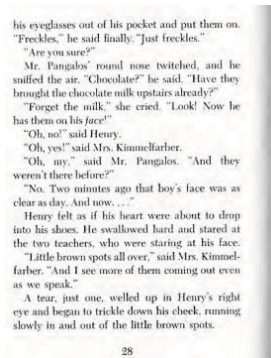
Words with prefixes and suffixes

More complex vocabulary explained in context early on and eventually not supported by text

Prior knowledge necessary to comprehend text

Descriptive and figurative language

Diverse characters and locations



Chapter 4

Pop!

DET. BREKES GEMOS, Nurse Molly Farthing would often say, and germs have a nasty way of making healthy people ill. Naturally, the infirmary of P.S. 123 was always spotless because Nurse Molly Farthing wouldn't have it any other way. And naturally, as Mrs. Kimmelfarber and Henry rushed through the door that morning, she made both of them go back and wipe their feet on the mat. "And don't bring any of your cocoa in here," Nurse Farthing added. She sniffed the air loudly. "Cocoa?" said Mrs. Kimmelfarber.

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More Complex Fluent Text Examples:

Fiction:

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Margaret dangled her legs over the edge of the fire escape and flipped to a clean page in her diary.

"I haven't written in a long time," she began, "but now with this Blue Hill thing and all, I feel like I should. Maizon took a test in April. If she passes, she's going to go to this big private school in Connecticut.

"Every night I pray she doesn't get accepted." She heard a rumble and looked out toward the bridge. The train was a long shadow in the twilight, creeping slowly across water she couldn't see. She watched it for a moment, then stood up and searched the block for Maizon. Lights flickered on and off in the brownstones

across from her. A hot summer breeze blew out of the darkness.

Margaret sat down again and continued writing.

"I don't know why Maizon has to go to some dumb boarding school anyway. The schools in Brooklyn are fine. And when I say Blue Hill out loud, it makes me think of someplace sad and cold all the time. Maizon said it probably isn't so cold in Connecticut. She doesn't know about the sad part though. She said without a best friend, it'll probably get a little lonely. Ms. Dell said we shouldn't go counting our chickens because we're not even sure if Maizon's going to get accepted or not. Every day, we wait for a letter. I feel like I'm on one of those balance beams we have in gym class—balancing between today and tomorrow."

Margaret closed the book and climbed back inside just as her father came into the living room. She looked at the small blue suitcase he was carrying and frowned.

"Just some tests," he said softly, sitting down beside her on the window ledge. Another train rumbled and somewhere in the distance a baby was crying.

"How long will the hospital keep you this time?"

Non-Fiction:

What's it like to be in space? "Is it scary?" "Is it cold?" "Do you have trouble sleeping?" These are questions that everyone asks astronauts who have been in space.

The experience is hard to describe. The words and pictures in this book will help you imagine what it's like to blast off in a rocket and float effortlessly in midair while circling hundreds of miles above the Earth.

My first space flight was in June 1983, with four other astronauts: Bob Crippen, Rick Hauck, John Fabian, and Norm Thagard. We went up in the space shuttle, the world's first spaceplane, which carries all of today's astronauts into space. We blasted off from a launch pad in Florida; then we circled the Earth for seven days. As we went around and around the planet, we launched two satellites, studied the Earth, and learned about weightlessness. After a week in orbit we returned to Earth. Our adventure ended as the space shuttle glided back through the atmosphere to a smooth landing in California.

Crip, Rick, John, Norm, and I have each had a chance to visit space again. We have found time on every trip to relax, enjoy weightlessness, and admire the view of the Earth and the stars. And, like all astronauts, we have found time to take pictures. The pictures help us to capture the excitement of our trip into space and share the adventure with our friends when we get back.

Most of the photographs in this book were taken by



Left to right: Bob Crippen, Sally Ride, Norm Thagard, Rick Hauck, John Fabian.

astronauts on board the space shuttle. Some were taken on my flights, some on other space shuttle flights. They will show you what it's like to eat from a spoon floating in midair, to put on a spacesuit for a walk in space, and to gaze at the Earth's oceans far below.

When I was growing up, I was always fascinated by the planets, stars, and galaxies, but I never thought

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