

# **Third Grade Horizon Class**



Cloud Springs Elementary Third Grade Horizon friends meet daily for Cloud Springs Elementary Fourth Grade Horizon friends meet daily for Advanced Content Reading Comprehension and Analysis Instruction. The students take part in variety of literature experiences through whole group studies of text, partnered reading, independent choice reading and nonfiction text correlated with current novels. Students are challenged through vocabulary, higher leveled selections, classic pieces, and analytical assignments related to class reading as well as independent reading. In order to internalize effective reading skills and lead students to a greater understanding of literature, a mixture of activities are presented in class regularly. These lessons, assignments and experiences include but are not limited to: Shared Inquiry Discussion, SEESAW Online Journal Activities , Student Choice Assignments, Artist Assignments and Share Time, Author Studies, Creative Writing Related to Author's Style, Nonfiction Research, Discussion & Presentation, Field Trips The following Common Core Standards will be taught throughout the school year. It is our hope that through researched based instructional strategies, students will move past knowledge base of these skills to application and synthesis learning. Assessments of learning include discussion groups, written comprehension assessments, online assessments, student observation, response writing, rubrics, and checklists, Accelerated Reading Program, and STAR assessments.

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## “I Can” Standards

- I can identify syllables in a word.
- I can read and use multiple syllable words.
- I can recognize irregularly spelled words.
- I can read and use irregularly spelled words.
- I can read grade-level text fluently with purpose and understanding.
- I can identify that good oral reading has accuracy, appropriate rate, and expression on successive readings of prose and poetry.
  - I can apply reading strategies to develop accuracy, appropriate rate, and expression on successive readings of prose and poetry.
  - I can read with accuracy, appropriate rate, and expression on successive readings of prose and poetry.
- I can self-correct words using context to show understanding when I read.
- I can use rereading, when necessary to help me understand when I read
- I can ask questions to show that I understand what I read.
- I can answer questions to show I understand what I read.
- I can create questions based on the text to show my understanding.
- I can locate information in the text to answer questions.
- I can determine the main idea of a text.
- I can retell key details of a text.
  - I can explain how the key details support the main idea of a text.
- I can identify: o historical events o scientific ideas or concepts in a text o steps in a technical procedure
  - I can define and use key terms: o time o sequence o cause/effect o relationship
  - I can describe relationships within a text between: o historical events o scientific ideas or concepts in a text o steps in a technical procedure

- I can describe the sequence of events using vocabulary pertaining to: topic or subject area.
- I can determine the meaning of: o general academic o domain-specific o words
- I can identify various text features.
- I can identify various search tools (e.g. keywords, sidebars, hyperlinks) to locate information in a text.
- I can use various text features to locate key facts or information in a text.
- I can use search tools to locate key facts or information on a text
- I can compare/contrast my point of view to the author's point of view.
- I can recognize key events in an informational text.
- I can demonstrate an understanding of text using information from illustrations, such as: o maps o photographs o other
- I can demonstrate an understanding of text using information from words that tell: o where o when o why o how key events occur
- I can define a sentence.
- I can define a paragraph.
- I can identify the structure(s) of paragraphs: o comparison o cause/effect o first, second, third in a sequence.
- I can explain how sentences and paragraphs in text are logically connected.
- I can determine how a text is organized: o comparison o cause/effect o first, second, third in a sequence.
- I can identify: the most important points (main ideas) in each text. the key supporting details in each text. similarities of key details and important points. differences of key details and important points.
- I can tell the difference between (distinguish) key details and important points.
- I can compare and contrast the: o the most important points (main ideas) in two different texts on the same topic.