Grade 3 Reading R-3.1	**KAS Standard:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **READING STANDARDS FOR LITERATURE**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Answer questions to demonstrate understanding of a text.		

What does the student need to know to begin? (pre-requisite skills)
- ability to orient to text,
- Define vocabulary specific to:
- questions who, what where, when, why, and how
- Main idea vs. key details
- to find details in a story
- identify unknown words in a text
- ability to recognize that questions require an answer

What will the student be able to do? (student outcomes)
- be able to answer questions from specific text at various levels of complexity (e.g. factual recall on page or not on page)

How will you task analyze the skill?

How will you teach this? (SDI, strategies)
- pre-teach familiar concepts and vocabulary in text,
- repeat readings of texts, adapted text, readers, audible reader, peer readers
- reduce amount of text (e.g. read sentences or paragraph instead of whole passage),
- use real objects/ pictures to represent text main ideas,
- change the format of questions (e.g. fill in blank,),
- paraphrasing, priming, chunking
- pair objects or pictures with words,
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- explicit teaching (I do it, you do it, we do it),
- use of graphic organizers,

- highlight answer in text then look for key words, from factual recall ------ inferences, abstract, Marzano "Instructional Strategies that work",

What materials you need?
- Appendix B in Content Standard's document
- Visual representation of text vocabulary
- Visual representation of story mapping (e.g. who, where, what, etc)
- Various styles of graphic organizers

See instructional website document on Reference Resource Page

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 3 Reading R-3.2	**KAS Standard:** Compare and contrast the most important points and key details presented in two texts on the same topic. READING STANDARDS FOR INFORMATIONAL TEXT	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Compare and contrast the most important points in two texts on the same topic.		

What does the student need to know to begin? (pre-requisite skills)
- able to compare/contrast,
- identify main points in a text
- able to sequence
- ability to orient to text,
- identify unknown words in a text
- define vocabulary specific to:
- Wh" able questions who, what where, when, why, and how
- Main idea vs. key details
- Understand compare/contrast and same/different concepts and the relationship between them
- ability to find details in a story,
- understand there is a variety of text types

What will the student be able to do? (student outcomes)

How will you task analyze the skill (re: sequence of instruction)?

How will you teach this? (SDI, strategies)
- to distinguish text for information and text for literature
- repeat readings of texts, adapted text, readers, audible reader
- reduce amount of text (e.g. read sentence or paragraph instead of whole passage),
- change the format of questions, paraphrasing,
- choose concrete texts with familiar concepts,
- use visuals, color code texts,
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- Venn diagram: hula hoops with objects, pictures, photos, etc.
- Contrast with the real world (students, movies, songs, etc.) and embed throughout the day.

What materials you need? Graphic organizers (e.g. T chart, Venn Diagram, hola hoops), websites (i.e. news2you, unicore learning, adapted books online…)
What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 3 Reading R-3.3	**KAS Standard:** Determine the main idea of a text; recount the key details and explain how they support the main idea **READING STANDARDS FOR INFORMATIONAL TEXT**	**Accommodations and Supports (Should align with IEP)**
	KAS-KAAP Content Assessment Standard: Determine the main idea of the text.	
What does the student need to know to begin? (pre-requisite skills) content specific vocabulary, Identify difference between main idea and key details		
What will the student be able to do? (student outcomes) To determine the main idea		

How will you task analyze the skill?

How will you teach this? (SDI, strategies) Graphic organizers, open ended questions, computer aid, cueing,
1) Teach the main idea by:
- Use Gist content enhancement strategy
- Who or what is most important
- Identify important details for who or what is most important
- Combine above into a "gist" sentence
- Respond main idea in 10 words or less based on gist sentence
- Repeat across texts, genre, etc.
2) To teach supporting details:
- Graphic organizer
- Determine details that support and provide an understand about the main idea
3) Answer question raised by main idea (who, what, when, why, how)

What materials you need? Variety of Graphic Organizers

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 3 Reading R-3.4	**KAS Standard:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. **READING STANDARDS FOR LITERATURE**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal.		

What does the student need to know to begin? (pre-requisite skills) content specific vocabulary (literal, non-literal)

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies) Develop semantic maps, choose need to know words based on students' level of , understanding, engage students in new vocabulary with objects, pictures or whatever is appropriate to the students' developmental mode of learning, develop student friendly definition, vary categories in quadrants to meet students' needs (i.e. definition, picture, objects, synonyms, antonyms), Marzan's vocabulary strategies (Instructional Strategies that Work), scaffold supports (give choice of 2, point to the answer. Give choice of 3, point to the answer…)

What materials will you need?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?		
Reflections (what worked well, what will you change next time)		
Grade 3 Reading R-3.5	**KAS Standard:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **READING STANDARDS FOR LITERATURE**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Describe how a character's actions contribute to the sequence of events of a story.		

What does the student need to know to begin? (pre-requisite skills) identify character, sequence events (ordering), understanding of first/next, beginning/last. Now/later, and before/after, identify characters and their traits (what the character does and says), understand how to select key/important details from a story, comparison skills, identify cause/effect and action words in the text

What will the student be able to do? (student outcomes)

How will you task analyze skill?

How will you teach this? (SDI, strategies) themed reading material, pre-teach text and vocabulary involved with character aspects (actions), adapted text, repeated reading, reduced amount of text, variety of texts, visual supports, appropriate prompt hierarchy, change question format, paraphrase text, use chunking, group discussion of text, role play of characters, high interest text and a variety of media, graphic organizers, character map, character interviews, comic strips for ordering and identifying character traits, Comprehension module from literacy consultants, ELSB, use schedules to teach sequence

What materials you need?
What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 3 Reading R-3.6	**KAS Standard:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **READING STANDARDS FOR INFORMATIONAL TEXT**	**Accommodations and Supports (Should align with IEP)**
KAS-KAAP Content Assessment Standard: Use information gained from illustrations to demonstrate understanding of the text.		

What does the student need to know to begin? (pre-requisite skills) Background knowledge of the subject matter, know what an illustration is identify details/main idea of a text to be able to make the connection to the illustration.

What will the student be able to do? (student outcomes)

How will you task analyze the skill?

How will you teach this? (SDI, strategies) pre-teach familiar concepts and vocabulary in text, repeat readings of texts, multiple examples over time, adapted text, readers, audible, reduce amount of text (read paragraph instead of whole passage), use real objects to represent text main ideas, change the format of questions (open ended sentence), paraphrasing, priming, pair pictures with words, "Read around text": look at picture, answer "wh" questions, read text, go back to illustration, turn illustration into shadow box. For concrete level students, use objects/make pictures on Velcro, teacher asks or provides open ended sentence, student pulls off correct picture.

What materials will you need?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)