Third Grade
Reading Comprehension Strategy Instruction Content Map
~ Draft July 2008

Comprehension strategy instruction focuses readers on understanding text. *Proficient readers demonstrate these behaviors. All students need explicit comprehension strategy instruction in order to become proficient readers. This instruction begins with "Read Alouds and Shared Reading" with the whole class and should be taught during the literacy block throughout the year.* **This table shows *focus reading comprehension strategies* for the grade per quarter.**

Q1	Q2	Q3	Q4

QUESTIONING
 	
Teaching Points
• Understand that asking questions deepens their comprehension
 	
• Spontaneously and purposefully ask questions before, during and after reading
 	
• Ask questions to
  o clarify meaning
  o wonder
  o make predictions
  o check understanding
  o think about author's purpose
  o locate a specific answer in the text or consider rhetorical questions inspired by the text
	INFERRING
	
	Teaching Points
	• Infer cause and effect in influencing characters' feelings or underlying motives
	• Infer characters' feelings and motivations through reading their dialogue and what other characters say about them
	• Follow multiple characters in different events within the book, inferring their feelings about each other
	• Demonstrate understandings of characters (their traits, how and why they change), using evidence from text or illustrations to support statements
		DETERMINING IMPORTANCE
		
		Teaching Points
		• Acquire important information from text and visual features
		  o Fiction: identify character's actions, motives, personality traits that contribute to overall themes
		  o Nonfiction: decipher between what's interesting and what's essential to understanding the concept
		  o Use knowledge of narrative (fiction) and expository (nonfiction) text features to make predictions about text organization and content
			SYNTHESIZING
			
			Teaching Points
			• Differentiate between what is known and new information
			• Mentally form categories of related information and revise them as new information is acquired across the text
			• Demonstrate learning new content from reading
			• Express changes in ideas or opinions after reading a text and say why
			• Acquire new content and perspective through reading both fiction and nonfiction text about diverse culture, times, and places

• Determine whether the answers to questions can be found in the text or need to be inferred from the text, background knowledge and/or another source • Understand that many of the most intriguing questions are not answered explicitly in the text, but are left to the reader's interpretation • Understand that hearing others' questions inspires new ones of their own	• Infer the big ideas or themes of a text (some texts with mature themes and issues) and discuss how they are applicable to people's lives today • Infer causes of problems or of outcomes in fiction and nonfiction texts • Identify significant events and tell how they are related to the problem of the story or the solution • Infer meaning of unfamiliar words using context	• Identify main ideas and information in order to identify key ideas or themes • Sort vital information from insignificant details • Use knowledge of important and relevant parts of text to answer questions and synthesize text	• Synthesize information across longer texts (across paragraphs, chapters, connected short stories, sequels, etc.)
Text Selection for Modeling *Charlie Anderson* by Barbara Abercrombie *(see attached sample lesson)*	**Text Selection for Modeling** *Fly High: The Story of Bessie Coleman* by Louise Borden and Mary Kay Kroeger *(see attached sample lesson)*	**Text Selection for Modeling** *The Biggest Bear* by Lynd Ward *(see attached sample lesson)*	**Text Selection for Modeling** *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page *(see attached sample lesson)*