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Reading Objectives for Grade Three: Students will read for pleasure, information, new ideas, skills and to develop higher levels of thinking. They will develop an appreciation for different types of literature.

Grade Three Reading Skills

I. Reading and Spelling Skills

A. Phonics

1. Knows beginning, middle and final consonants.
2. Knows beginning, middle and final consonant blends.
3. Knows short and long vowel sounds.
4. Review **vowel rules**.
 - a. vowel in a one-syllable word is short
 - b. vowel in a syllable or word which ends in e is long
 - c. when two vowels come together the first one is long and the second one is silent.
5. Knows **hard c** is followed by a, o, u
Knows **soft c** is followed by e, i, y
6. Knows **hard g** is followed by a, o, u
Knows **soft c** is followed by e, i, y
7. Knows **silent letters** in kn, wr, gh
8. Reviews **diphthongs** and **digraphs** (see grade two)
9. Review v-cv **open syllable words**.
When the syllable break is after the vowel it makes its long sound. Example: cli mate
10. Review vc **closed syllable words**.
When the syllable break is after the consonant it makes its short sound. Example: splin ter

Spelling Rules

Vowel Rules

1. When silent e comes at the end of a one syllable word it makes the middle vowel say its name (or its long sound).
2. When two vowels come together the first one says its name and the second one is silent.
3. V-CV open syllable words
When the syllable break is after the vowel it makes its long sound like cli mate. (Does not include prefixes or suffixes)
4. VC closed syllable words
When the syllable break is after the consonant the vowel makes its short sound like splin ter. (Does not include prefixes or suffixes)

Borrower Rules

1. When y comes at the end of a one syllable word it says long i sound.
2. When y comes at the end of a two syllable word it says long e sound.
3. When g is followed by e, i, y it borrows the j sound.
4. When c is followed by e, i, y it borrows the s sound.
5. When c is followed by a, o, u it borrows the k sound.
6. ph borrows the letter f's sound
7. gh can borrow the letter f's sound at the end of words (cough)
8. qu borrows the sound kw and usually comes at the beginning of words
9. x borrows the sound of eks and always takes its friend e with him.

Vowel Digraph Rules

1. ai says long a sound and comes in the middle of words
2. ay says long a sound and comes at the end of words
3. ea says long e sound and comes in the middle of words
4. ee says long e sound and comes in the middle of words
5. oa says long o sound and comes in the middle of words
6. oo can say "ue" or the sound found in "book" and comes in the middle of words
7. ue says "oo" and can come in the middle or end of words.

Inferential Comprehension: Inferencing involves reading “between the lines”. It is a combination of background knowledge, story content, and intuition. Based on what is known, the student can infer emotions, motives, commonalities, differences, causes, connections, and moral lessons.

What additional facts might the author have included to make the story more informative/interesting/appealing?

Pretend that _____ had happened instead. What might the outcome have been?

Even though it is not explicitly stated what do you think the main idea/theme/moral to the story is?

How do you think the character _____ felt when _____ happened?

What do you think happened before this story began?

What do you think would happen if _____?

Read all of the story but the last page and predict what might happen.

What action could have occurred between the event _____ and _____ to connect them together?

How are you the same as the character _____?

How is the school in the story the same as yours?

How are you different from the character _____?

Why do you think _____ acted the way he did?

How are _____ and _____ related?

What kind of person do you think _____ is based on his actions? Support your opinion with examples from the story.

Explain what we mean by _____.

What does _____ represent to this character?

_____ is a symbol of what?

How many causes of _____?

Why did _____ happen?

What events in the story led to _____?

How did _____ and _____ effect _____?

What lesson can you learn from _____?

Why do you think the author chose this title?