

Grade 3 Narrative Leveled Reader Guide

Mrs. Post's Science Class

General Guidelines

- Choose a book that is somewhat challenging for the student to read on his or her own. A quick assessment will help you identify a book which is suitable for a student. You can use a book from Grade 2 for a Grade 3 student who is struggling with Grade 3 material.
- Depending on the learning competencies you would like for the student to achieve, select activities from the guide below and/or from the Skill Builders in the book. If your focus is on building fluency, give the student many opportunities to practice reading the text. Re-read the same text and use it to teach various strategies until the student can read the leveled reader fluently. The student can then go on to read other texts at a more advanced level.
- Give the student "hands on" work to be completed after the lesson or for homework. You can choose from the guide below and/or the Skill Builders in the book.

Reading Component Focus	MELCs	Strategy
BEFORE READING		
Comprehension: Activating Background Knowledge and Making Predictions	EN2BPK-IIIa-1 EN2RC-III d-e-2.4	Walk through the book, looking at the pictures together. Ask questions to activate background knowledge and elicit predictions, e.g.: <ul style="list-style-type: none"> • "What do you see here?" • "What do you usually do in a Science class?" • "From the title, "Mrs. Post's Science class, what do you think will happen in this story?" Use a think aloud to model how to predict asking and answering questions like the ones above.
DURING READING		
Phonics / Decoding	EN3PW-Ia-b-7 EN3PWR-IIIi-26.3 EN3PWR-IIIa-b-5 EN3PWR-III d-24 EN3PWR-III f-26 EN3PWR-III h-26.2	Depending on the student's ability, <ul style="list-style-type: none"> • Read the story aloud to them as they follow along with their eyes, or • Read the story aloud with them, in unison or taking turns, or • Have them read the story aloud to you. • Help them sound out words that they struggle with.
Comprehension: Questioning and Clarifying	EN3RC-II0-2.2 EN3RC-II f-j-2.8 EN3RC-II a-b-2.19 EN3RC-II c-e-2.2 EN3RC-II0-2.2 EN3RC-III0-2.2	Explain that good readers ask themselves questions about the text as they read it. Use think aloud to model questioning and clarifying. Have the student ask and answer questions about the story as they read, e.g. <ul style="list-style-type: none"> • "What are the characters doing?" • "Why did Mrs. Post ask them to bring solids, liquids, and things with gas?" • "What things did the students bring on the first Monday?" • "What things did the students bring on Thursday?"

The Write Direction Teacher Resource Guide Grade 3

Rosina Ehmann



The Write Direction Teacher Resource Guide Grade 3:

Resources in Education ,1990 *El-Hi Textbooks and Serials in Print* ,2006 *Mathematics Teacher Resource Handbook* ,1993 **Pennsylvania School Journal** ,1925 Includes Official program of the meeting of the Pennsylvania State Educational Association some times separately paged Midland Schools ,1925 **Survey of Basic Skills, Grade 3** ,1985
Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant , *EPIE Materials Report* ,1979
Teacher's Guide to Palmer Method Penmanship Austin Norman Palmer,1923 *Educational Screen and Audiovisual Guide* ,1924 *Individual Instruction* Lucille E. Ogle,1929 *Primary Education* ,1927 The Texas Outlook ,1925
Appendix to Journals of Senate and Assembly ... of the Legislature Nevada. Legislature,1929 **Illinois Teachers Bicentennial Resource Guide** Wilma Lund,Olive S. Foster,1975 **Directions** ,1991 *Elementary Course of Study* Nevada. State Board of Education,1922 **Children's Books in Print, 2007** ,2006 *The School Administrator's Resource Guide* Katherine Clay,1988 El-Hi Textbooks & Serials in Print, 2005 ,2005

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