**READ ACT**

**THIRD GRADE Minimum Reading Competency Skills**

The Minimum Reading Competency Skills, identified in section 5.00 of the [Rules for the Administration of the Colorado Reading to Ensure Academic Development Act (READ Act)](https://www.cde.state.co.us/coloradoliteracy/1-ccr-301-92_clean-final), are skills from the [Colorado Academic Standards](https://www.cde.state.co.us/coreadingwriting/reading-writing-and-communicating-academic-standards). These Minimum Reading Competency Skills serve as a guide for the minimum reading skills necessary for third grade students to achieve by the end of the year to be on track for acquiring basic grade level reading skills.

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| ***By the end of third grade, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **PHONEMIC AWARENESS** |  |  |
| * The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.
 | 5.04(A)(1) |  |
| **PHONICS** |  |  |
| * Identify and know the meaning of the most common prefixes and derivational suffixes.
 | 5.04(B)(1) | RWC20-GR.3-S.2-GLE.3-EO.a.i |
| * Decode words with common Latin suffixes.
 | 5.04(B)(2) | RWC20-GR.3-S.2-GLE.3-EO.a.ii |
| * Decode multisyllabic words.
 | 5.04(B)(3) | RWC20-GR.3-S.2-GLE.3-EO.a.iii |
| **READING FLUENCY** |  |  |
| * Read grade-appropriate irregularly spelled words.
 | 5.04(C)(1) | RWC20-GR.3-S.2-GLE.3-EO.a.iv |
| * Read a minimum of 71 words per minute in the fall with fluency; read a minimum of 92 words per minute in the winter with fluency; read a minimum of 107 words per minute in the spring with fluency. (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*(7), 636-644.)

[***Oral Reading Fluency Norms Chart***](http://www.readingrockets.org/content/pdfs/Hasbrouck-Tindal_chart.pdf) | 5.04(C)(2) | RWC20-GR.3-S.2-GLE.3-ACC.1 |
| * Read grade level text accurately and fluently, attending to phrasing, intonation, and punctuation.
 | 5.04(C)(3) | RWC20-GR.3-S.2-GLE.1-EO.eRWC20-GR.3-S.2-GLE.3-EO.b.iv |
| **VOCABULARY DEVELOPMENT** |  |  |
| * Determine the meaning of a new word formed when a known affix is added to a known word.
 | 5.04(D)(1) | RWC20-GR.3-S.2-GLE.3-EO.d.ii |
| * Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
 | 5.04(D)(2) | RWC20-GR.3-S.2-GLE.1-EO.b.i |
| * Use sentence-level context as a clue to the meaning of a word or phrase.
 | 5.04(D)(3) | RWC20-GR.3-S.2-GLE.3-EO.c.i |
| * Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning.
 | 5.04(D)(4) | RWC20-GR.3-S.2-GLE.3-EO.c.iii |
| * Use a known root word as a clue to the meaning of an unknown word with the same root.
 | 5.04(D)(5) | RWC20-GR.3-S.2-GLE.3-EO.c.iv |
| * Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
 | 5.04(D)(6) | RWC20-GR.3-S.2-GLE.3-EO.c.vi |

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| ***By the end of third grade, the student will be able to:*** | State Board of Education Rules | Colorado Academic Standards |
| **READING COMPREHENSION** |  |  |
| * Identify a main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
 | 5.04(E)(1) | RWC20-GR-3-S.2-GLE.2-EO.a.iii |
| * Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
 | 5.04(E)(2) | RWC20-GR.3-S.2-GLE.1-EO.a.iRWC20-GR.3-S.2-GLE.2-EO.a.i |
| * Use a variety of comprehension strategies to interpret text (attending, searching, predicting, checking, and self-correcting).
 | 5.04(E)(3) | RWC20-GR.3-S.2-GLE.1-EO.a.ii |
| * Determine the main idea of a text; recount the key details and explain how they support the main idea.
 | 5.04(E)(4) | RWC20-GR.3-S.2-GLE.2-EO.a.ii |
| * Summarize central ideas and important details from a text.
 | 5.04(E)(5) | RWC20-GR.3-S.2-GLE.1-EO.a.iv |
| * Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.
 | 5.04(E)(6) | RWC20-GR.3-S.2-GLE.1-EO.c.ii |
| * Use sematic cues and signal words (because, although) to identify cause/effect and compare/contrast relationships.
 | 5.04(E)(7) | RWC20-GR.3-S.2-GLE.2-EO.b.iv |
| * Describe the logical connection between particular sentences and paragraphs in a text.
 | 5.04(E)(8) | RWC20-GR.3-S.2-GLE.2-EO.c.ii |
| * Read and comprehend informational texts, including history/social studies, science, and technical texts.
 | 5.04(E)(9) | RWC20-GR.3-S.2-GLE.2-EO.d.i |
| * Compare and contrast the most important points and key details presented in two texts on the same topic.
 | 5.04(E)(10) | RWC20-GR.3-S.2-GLE.2-EO.c.iii |
| * Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
 | 5.04(E)(11) | RWC20-GR.3-S.2-GLE.2-EO.a.iv |