**The CAFÉ Menu BINGO Board**

**3rd Grade**

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| **Comprehension** | **Accuracy** | **Fluency** | **Expand Vocabulary** |
| Use prior knowledge to connect with text3.RL.4 | Abundant easy reading3.RL.10, 3.RI.10 | Voracious reading3.RF.10, 3.RI.10 | Voracious reading3.RL.10, 3.RI.10 |
| Make and adjust predictions; use text to confirm3.RL.6, 3.RI.6 | Look carefully at letters and words3.RF.3 | Read appropriate-level texts that are a good fit3.RF.10, 3.RI.10, 3.RF.4 | Tune into interesting words and use new vocabulary in speaking and writing3.RL.4, 3.L.4 |
| Infer and support with evidence3.RI.1 | Cross checking… do the pictures and/or words look right? Do they sound right? Do they make sense?3.RI.4 | Reread text3.RF.4 | Use prior knowledge and context to confirm meaning3.RL.4, 3.RI.4. 3.L.4 |
| Make a picture or mental image3.RL.7 | Flip the sound3.RF.3 | Practice common sight words and high frequency words3.RF.3 | Use pictures, illustrations, and diagrams3.RI.7, 3.L.4 |
| Monitor and fix up; check for understanding/back up and reread3.RF.4 | Use the pictures… do the words and pictures match?3.RL.7, 3.RI.7 | Adjust and apply different reading rates to match text3.RF.4 | Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc…)3.RF.3, 3.L.4 |
| Ask questions throughout the reading process3.RL.1, 3.RI.1 | Use beginning and ending sounds3.RF.3 | Use punctuation to enhance phrasing and prosody (end marks, commas, etc…)3.L.2 | Ask someone to define the word for you |
| Use text features (titles, headings, captions, graphic features)3.RI.5 | Blend sounds; stretch and reread sounds3.RF.3 | Reread text as the author would say it, conveying the meaning or feeling3.RF.4 | Use dictionaries, thesaurus, and glossaries as tools3.L.2 |
| Summarize text; include sequence of main events3.RL.5, 3.RI.2 | Chunk letters and sounds together3.RF.3 |  |  |
| Use main idea and supporting details to determine importance3.RL.2, 3.RI.8 | Skip the word, then come back3.RF.4 |  |  |
| Determine and analyze author’s purpose and support with text3.RI.6 | Trade a word/guess a word that makes sense3.RF.4 |  |  |
| Recognize literary elements (genre, plot, character, setting, problem/resolution, theme)3.RL.3 | Recognize words at sight3.RF.3 |  |  |
| Recognize and explain cause-and-effect relationships3.RL.3, 3.RI.3, 3.RI.3 |  |  |  |
| Compare and contrast within and between text3.RL.9, 3.RI.9 |  |  |  |