

**3<sup>RD</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : KEY IDEAS AND DETAILS**

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.1:</u> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
<p><b>Standard Text:</b>  <b>RI. 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</b></p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>ask questions about the text that demonstrate understanding of the text.</li> <li>provide answers to questions about a text that demonstrate comprehension and understanding.</li> <li>refer to text evidence explicitly to support responses.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI. K.1, 1.1, 2.1</p> <p><b>Vertical Alignment to Future Grades:</b>            RI 4.1, 5.1, 6.1</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students ask and answer questions to show they understand the text. They use specific details in the text to support their answers.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>explicit, explicitly</b> – stated clearly and directly, leaving no room for confusion or interpretation</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.2:</u> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
<p><b>Standard Text:</b>            RI. 3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>determine the main idea of a text.</li> <li>use key text evidence to support the main idea of a text.</li> <li>explain how the key details supports the main idea.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.K.2, 1.2, 2.2</p> <p><b>Vertical Alignment to Future Grades:</b>            RI 4.2, 5.2, 6.2</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students establish the main idea of an informational text. They tell important details in sequential order and explain how the details strengthen the author's main idea.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li><b>main idea(s)/topic</b> – the primary or central topic(s) of a text or discussion that is supported and developed by other, supporting points/ideas, distinguishable from ideas and topics that can be eliminated without changing the overall meaning</li> <li><b>recount</b> – to give an account of an event or an experience in chronological order (a skill between retelling and summarizing)</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <u>Key Ideas and Details R.3:</u> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	
<p><b>Standard Text:</b>            RI. 3.3 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.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>make connections between a series of historical events, scientific ideas, or concepts, or steps in a technical procedure.</li> </ul>

	<ul style="list-style-type: none"> <li>• use language to support an understanding of time, sequence, and cause/ effect to describe these connections/ relationships.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI. K.3, 1.3. 2.3</p> <p><b>Vertical Alignment to Future Grades:</b> RI.4.3, 5.3, 6.3</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• Students explain the relationship within a series of historical events, scientific ideas or concepts, or steps in a technical procedure. Students use words that are relevant to time, sequence, and cause/effect.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b>cause/effect</b> – cause: the reason(s) that something happens; effect: the consequences (both positive and negative) of the cause</li> <li>• <b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> <li>• <b>event</b> – a thing that happens; an occurrence</li> <li>• <b>scientific ideas or concepts</b> – ideas and/or innovations that come about through a process of scientific investigation and inquiry; (generally, scientific ideas and concepts build upon past discoveries and ideas, building gradually over time in a manner that can be delineated by the connections between one idea/concept and the next)</li> <li>• <b>series</b> – a set of related/similar things (e.g., people, books, events, etc.) coming after one another (e.g., a series of books or TV episodes)</li> <li>• <b>technical procedure</b> – a series of actions or set of steps completed in a certain manner or order related to a particular subject, discipline, etc. (e.g., mathematics: order of operations) (Note: Students are not so much looking at what technical procedures are, but rather at the connection between them, that is, the importance of procedural order and the manner in which steps build on and relate to previous ones.)</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Key Ideas and Details:</i>
<b>Standard Alignment:</b>	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>Task:</b>	<p>From <i>Cognia</i>:</p> <p>Explain how the details in “Astronomy” support the idea that there is more to stars than a sparkle. Provide evidence from the article to support your answer.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>• There is a great deal of information surrounding stars (e.g., number, types, sizes, history).</li> <li>• With a telescope, you can see many millions of stars.</li> <li>• The sun is a star.</li> <li>• It looks big because it is so close to Earth.</li> <li>• Some stars are bluish white. Others are white, orange, yellow, or red.</li> <li>• The colors of stars show how hot they are.</li> <li>• Stars come in all sizes.</li> </ul>

	<ul style="list-style-type: none"> <li>The ancients gave names to the star groups.</li> <li>Today we call these pretend star pictures constellations. Astronomers still find it useful to divide their star maps into constellations.</li> </ul>
<b>DOK and Blooms</b>	2, Understand
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can use key words and phrases to reflect the main idea of the text. (Recount-Writing-Developing)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may point to some information surrounding stars (e.g., number, types) without addressing the other information covered in the text (e.g., size, history).</li> <li>Students may copy information directly from text without quoting or paraphrasing the most important information.</li> <li>Students may miss the main idea of the text and choose a detail instead.</li> </ul>

### 3<sup>RD</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : CRAFT AND STRUCTURE

**Anchor Standard/ Domain Name:** Reading: Informational

Craft and Structure R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Standard Text:**

**RI. 3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**

**Students Who Demonstrate Understanding Can:**

- locate academic and domain specific words and phrases in a text.
- determine the meaning of words and phrases in grade 3 topic and subject areas.

**Vertical Alignment to Previous Grades:**

RI K.4, 1.4, 2.4

**Vertical Alignment to Future Grades:**

RI 4.4, 5.4, 6.4

**Clarification Statement:**

- Students examine the text to figure out the meaning of words and phrases appropriate to third grade topics and subject areas, using the context to inform their thinking.

**Vocabulary for Teacher Development:**

- domain-specific words/phrases** – Tier 3 words and phrases that are considered unique to a particular subject or discipline that are not typically used during informal conversation
- general academic** – Tier 2 academic words and phrases that students encounter across multiple subjects and disciplines (e.g., analyze, evaluate, compare and contrast, etc.) topic – the subject or matter being discussed or written about in a text, speech, etc.

**Anchor Standard/ Domain Name:** Reading: Informational

Craft and Structure R5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**Standard Text:**

**RI. 3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.**

**Students Who Demonstrate Understanding Can:**

- use text features and search tools (key words, sidebars, hyperlinks) to quickly locate key information in a text.

**Vertical Alignment to Previous Grades:**

**Clarification Statement:**

<p>RI. K.5, 1.5, 2.5</p> <p><b>Vertical Alignment to Future Grades:</b> RI. 4.5, 5.5, 6.5</p>	<ul style="list-style-type: none"> <li>Students use text features and search tools such as key words, sidebars, and hyperlinks to help them find information specific to a topic quickly and easily.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>search tool</b> – a web-based tool that conducts a search of the content of millions of webpages in order to find items similar or identical to the search parameters defined by the user—search tools return results from other websites and sources; they are not, in and of themselves, citable sources</li> <li><b>text features</b> – components of a story, article, etc. that are supplemental to the main body of the text, including, but not limited to, headings, indexes, sidebars, pictures, and captions</li> <li><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <i>Craft and Structure R6: Assess how point of view or purpose shapes the content and style of a text.</i></p>	
<p><b>Standard Text:</b> RI. 3.6 Distinguish their own point of view from that of the author of a text.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>determine the point of view of the author of the text.</li> <li>develop a point of view as the reader of a text.</li> <li>distinguish their own point of view from that of the author of a text.</li> <li>compare/ contrast the point of view of the author to a personal point of view.</li> </ul>
<p><b>Vertical Alignment to Previous Grades :</b> RI. K.6, 1.6, 2.6</p> <p><b>Vertical Alignment to Future Grades:</b> RI 4.6, 5.6, 6.6</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students identify the author’s point of view and determine how it is similar to and different from their own points of view.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>point of view</b> – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point from which one relates the events of a story or makes an argument</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Craft and Structure</i>
<b>Standard Alignment:</b>	RI.3.6 Distinguish their own point of view from that of the author of a text.
<b>Task:</b>	<p>From <i>Cognia</i>:</p> <p>People on vacation sometimes visit volcanoes. Based on “Lessons in Lava,” explain how a scientist’s point of view about visiting a volcano may be different from the point of view of a person who visits a volcano while on vacation. Provide evidence from the article to support your answer.</p> <p>Exemplar Student Response Includes:</p> <ul style="list-style-type: none"> <li>Scientists visit volcanoes for work, not fun.</li> <li>People on vacation see the volcano from a distance, but scientists get very close.</li> </ul>

	<ul style="list-style-type: none"> <li>Scientists take risks such as climbing into volcanoes, but people on vacation usually do not.</li> <li>Scientists bring special equipment when they visit a volcano, but people on vacation usually do not.</li> <li>Scientists may risk their lives to get lava samples, but people on vacation do not.</li> </ul>
<b>DOK and Blooms</b>	3, Analyze
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>Students can counter a scientist’s point of view about visiting a volcano with a regular visitor’s point of view. (Argue-Speaking-Reaching)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>Students may fail to distinguish between a scientist’s point of view and that of a regular visitor to a volcano.</li> <li>Students may not know what the reaction of a regular visitor to a volcano would be.</li> <li>Students may not support their response with evidence from the text and instead write a narrative or story about visiting a volcano.</li> </ul>

### 3<sup>RD</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : INTEGRATION OF KNOWLEDGE AND IDEAS

<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas R7:</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>	
<p><b>Standard Text:</b> RI. 3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>use information from illustrations and words to describe key events in the text including where, when, why, how the events occurred.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI.K.7, 1.7, 2.7</p> <p><b>Vertical Alignment to Future Grades:</b> RI 4.7, 5.7, 6.7</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students use the words in a text and information they learned from illustrations (maps, photographs) to show they understand the text, including where, when, how, and why key events occur.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>illustration</b> – a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas R8:</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	
<p><b>Standard Text:</b> RI. 3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>connect sentences and paragraphs to each other and to the central idea of a text.</li> <li>identify the relationship between sentences and paragraphs in a text using text structure (comparison, cause/ effect/ sequence).</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.8, 1.8, 2.8</p>	<p><b>Clarification Statement:</b></p>

<p><b>Vertical Alignment to Future Grades:</b> RI 4.8, 5.8, 6.8</p>	<ul style="list-style-type: none"> <li>Students explain how the author creates relationships between ideas using sentences and paragraphs to convey particular points in the text. Relationships include: cause/effect, comparisons, or first/second/third in a sequence.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>describe, description, descriptive details</b> – to explain something in words; the details necessary to give a full and precise account</li> </ul>
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational <u>Integration of Knowledge and Ideas R9:</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
<p><b>Standard Text:</b> RI. 3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>identify the most important points and key details presented in two texts on the same topic.</li> <li>compare and contrast the most important points and key details across two texts.</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b> RI K.9, 1.9, 2.9</p> <p><b>Vertical Alignment to Future Grades:</b> RI 4.9, 5.9, 6.9</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>Students explain the similarities and differences of the key points and details provided in two texts on the same topic.</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li><b>compare</b> – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar.</li> <li><b>key details</b> – specific and important parts of the text that provide information, support, and elaboration</li> <li><b>topic</b> – the subject or matter being discussed or written about in a text, speech, etc.</li> </ul>

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS	
<b>Strand:</b>	<i>Integration of Knowledge and Ideas</i>
<b>Standard Alignment:</b>	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.
<b>Task:</b>	<p>From <i>Cognia</i>:</p> <p>Explain the differences between how the articles teach readers about constellations. Use details from both articles to explain your answer.</p> <p>Exemplar Student Response Includes:</p> <p>“Seeing Stars”</p> <ul style="list-style-type: none"> <li>Talks exclusively about what constellations are</li> <li>Mentions the following constellations: the Big Dipper, Ursa Major, Ursa Minor, the Little Dipper, and the North Star</li> <li>Is strictly about looking at the stars today</li> <li>Utilizes pictures to help reader see the “connect-the-dot” puzzles that make the pictures in the stars</li> </ul> <p>“Astronomy”</p> <ul style="list-style-type: none"> <li>Talks about what constellations are, but after other information about stars is given</li> <li>Mentions the following constellations: Orion, Canis Major, and Gemini</li> </ul>

	<ul style="list-style-type: none"> <li>• Discusses the way constellations were foundations for stories told by ancient peoples</li> <li>• Does not have any pictures of constellations, but talks about their use on star maps</li> </ul>
<b>DOK and Blooms</b>	3, Synthesize
<b>Possible language objectives aligned to this task:</b>	<ul style="list-style-type: none"> <li>• Students can form an argument about the different ways the texts teach the reader about constellations by including evidence from both “Seeing Stars” and “Astronomy”.(Argue-Writing-Bridging)</li> </ul>
<b>Possible Misconceptions:</b>	<ul style="list-style-type: none"> <li>• Students may not state a claim about the different ways that the texts teach the reader about constellations and instead discuss one text or state a claim about something different.</li> <li>• Students may not use evidence from both texts to support their response.</li> </ul>

<b>3<sup>RD</sup> GRADE INFORMATIONAL STANDARDS BREAKDOWN : RANGE OF READING AND TEXT COMPLEXITY</b>	
<p><b>Anchor Standard/ Domain Name:</b> Reading: Informational  <b>Range of Reading Level and Text Complexity R10:</b> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p><b>Standard Text:</b>  <b>RI. 3.10</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><b>Students Who Demonstrate Understanding Can:</b></p> <ul style="list-style-type: none"> <li>• read and comprehend informational texts from multiple disciplines such as history/ social studies, science, and technical texts.</li> <li>• read with appropriate stamina independently.</li> <li>• read texts of appropriate Lexile levels (420-820).</li> </ul>
<p><b>Vertical Alignment to Previous Grades:</b>            RI.K.10, RI.1.10, RI.2.10</p> <p><b>Vertical Alignment to Future Grades:</b>            RI.4.10, RI.5.10</p>	<p><b>Clarification Statement:</b></p> <ul style="list-style-type: none"> <li>• By the end of grade 3, students competently read and understand informational texts on the high end of the 2-3 text complexity band (Lexile: 420-820). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text</li> </ul> <p><b>Vocabulary for Teacher Development:</b></p> <ul style="list-style-type: none"> <li>• <b><u>independently</u></b> – on one’s own, without aid from another (such as a teacher)</li> <li>• <b><u>informational text</u></b> – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)</li> <li>• <b><u>proficient/proficiently</u></b> – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success</li> <li>• <b><u>text complexity band</u></b> – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12), determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence;</li> </ul>

	others associated with the task itself such as the purpose or demands of the task itself)
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