

3RD GRADE LITERATURE STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <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>Standard Text: RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask and answer questions referring explicitly to the text as the basis for answers.
<p>Vertical Alignment to Previous Grades: RL.2.1, 1.1, K.1</p> <p>Vertical Alignment to Future Grades: RL.4.1, 5.1</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students ask and answer questions to show they understand the text. They use specific details in the text to support their answer. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> explicit/explicitly – stated clearly and directly, leaving no room for confusion or interpretation.
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <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>Standard Text: RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ask and answer questions referring explicitly to the text as the basis for answers. use text evidence to explain the central message, lesson, or moral of a text explain how key details in a text work together to convey the central message, lesson, or moral of a text.
<p>Vertical Alignment to Previous Grades: RL.2.1, 1.1, K.1</p> <p>Vertical Alignment to Future Grades: RL.4.2, 5.2</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students recount stories including fables, folktales, and myths from diverse cultures. Students establish the central messages, lesson, or morals and explain how the important details helped communicate those ideas. Students should use quotes from the text to support their ideas. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> central message – the unifying concept within a text to which other elements and ideas relate; often referred to as theme conveyed – to make an idea or feeling known to another person; to carry over from one to another fable – a short story, typically featuring animals as characters, that attempts to express life truth, usually through a moral folktales – stories originating in popular culture, often passed on through the oral tradition (i.e., word of mouth) key details – specific and important parts of the text that provide information, support, and elaboration moral – relating to the principles of right and wrong; a lesson or general truth learned from a story or experience

	<ul style="list-style-type: none"> • myth – traditional, legendary stories, featuring supernatural beings, heroes, and/or ancestral figures which often explain the history and/or culture of a people or explain a natural phenomenon • recount – to give an account of an event or an experience in chronological order without added opinion • diverse – showing a great deal of variety; very different
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <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>Standard Text: RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • answer questions referring explicitly to the text as the basis for answers. • use text evidence to describe the characters in a story, including their traits, motivations, or feelings. • explain how the actions, thoughts, and words of characters contribute to the sequence of events.
<p>Vertical Alignment to Previous Grades: RL.2.3, 1.3, K.3</p> <p>Vertical Alignment to Future Grades: RL.4.3, 5.3</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students describe characters in a story by including their traits, motivations, and feelings. Students explain how the characters’ actions add to the plot and influence the events in the story. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • describe, description, descriptive details – to explain something in words, the details necessary to give a full and precise account • sequence/ sequence of events – a particular (e.g. chronological, logical, etc.) way in which events, ideas, etc. follow each other. • traits – a distinguishing quality or characteristic • motivation – the reason or reasons one has for acting or behaving in a particular way • feeling – an emotional state or reaction
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>New Mexico State Standards</u></p>	
<p>Standard Text: 3rd grade students will ask and answer questions and make predictions to demonstrate understanding of a text;</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • ask questions about the most important ideas and points in a text to make predictions. • use text evidence to locate answers to questions posed.
<p>Vertical Alignment to Previous Grades: K.1, 1.a, 2.a</p> <p>Vertical Alignment to Future Grades: 4.a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students will use the metacognitive strategy of asking and answering questions before, during, and after reading to make predictions and understand the most important ideas presented in a text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • prediction – a forecast or inference about something that is going to happen
<p>Standard Text: 3rd grade students will develop an understanding of people, cultures, and societies and explore self-identity through literature, media, and oral tradition.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • learn about cultures, societies, and people through literature, media, and oral tradition. • connect literature, media, and oral tradition to explore self-identity.

<p>Vertical Alignment to Previous Grades: 2.b</p> <p>Vertical Alignment to Future Grades: 4.a, 5.a</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students will read literature and use video clips, photographs, podcasts, audiobooks, websites, and other forms of media to learn about people, cultures, and societies and explore their own identities. They will also study oral tradition to explore their identity. This standard should encourage the inclusion of culturally and linguistically relevant material in the classroom. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> self-identity – the recognition of one's potential and qualities as an individual (inclusive of ethnicity, gender, orientation, religion, language, disabilities, and age culture, as well as other aspects of identity.) especially in relation to social context. culture – the customs, arts, social institutions, and achievements of a particular nation, people, or other social group. media – a form of digitized information oral tradition – a form of human communication inclusive of oracy wherein knowledge of art, ideas, beliefs, and culture is received, preserved and transmitted through speech from one generation to another cultural and linguistic relevance – the validation and affirmation of students' home culture and language; prior experiences, frames of reference, and performance styles of culturally and ethnically diverse students to encourages students to relate to the lesson (course) content to his or her cultural context and make learning more effective for students
<p>Standard Text: 3rd grade students understand that oral tribal history is not a myth, fable, or folktale, but a historical perspective.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> identify the features of oral tribal history read and comprehend oral tribal history as a historical perspective differentiate oral tribal history from a myth, fable, or folktale
<p>Vertical Alignment to Previous Grades:</p> <p>Vertical Alignment to Future Grades: 4.b, 5.b</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students will gain exposure to oral tribal history and understand its significance as a historical perspective. Students will be able to articulate the difference between oral tribal history and the literature genres myth, fable, and folktale <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> oral tradition – a form of human communication wherein knowledge, art, ideas and cultural material is received, preserved and transmitted through speech from one generation to another oral tribal history – a form of historical record passed down through oral tradition from one generation to another

INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS

Strand:	<i>Key Ideas and Details</i>
Standard Alignment:	RL.3.1, RL.3.3
Task:	<p>Read the Sign Painter by Allen Say:</p> <p>What do we learn about the boy every time the author makes a point of saying, "The boy did not answer,"?</p> <p>Exemplar student response:</p> <ul style="list-style-type: none"> ● We learn that the boy is still growing into the person he wants to become. He stays silent when he isn't sure of his answer or if he hasn't made up his mind. He does speak when he is sure of something, like when he shares that he loves painting. ● The author sequences the events in this story by introducing a new character. How does meeting new characters impact the boy? ● When the boy meets the man, he realizes that he can make money doing what he loves. This allows him to think about his dreams and what he wants to do. When the boy sees the woman driving and hears the Arrowstar man on the phone, he realizes that everyone has dreams and that dreams can come in all sizes. This pushes him to keep searching for his dreams. ● <i>The Sign Painter</i> by Allen Say is worthy of students' time to read and also meets the expectations for text complexity at Grade 3. The Lexile level is 570 and it is a Caldecott winner.
DOK and Blooms	Level 2, Understand
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> ● Students will state a claim about why the author says "the boy did not answer" and support their claim with evidence from the text (Argue-Writing- Expanding)
Possible Misconceptions:	<ul style="list-style-type: none"> ● Students may respond literally to explain why the boy does not answer (e.g., "he did not know what to say") without analyzing the deepest level of meaning (e.g., "he is still growing into the person he wants to be"). ● Students may state a claim without supporting evidence from the text and/or with text evidence that does not support the claim.

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.4:</u> 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.</p>	
<p>Standard Text: RL 3.4 Determine the meaning of words and phrases as they are used in a text, identifying words that impact the meaning in a text, distinguishing literal from non-literal language</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • Use context (pictures on the page, words surrounding unknown word, word structure, etc.) to determine the meaning of unknown words and phrases in a text • Identify and distinguish literal language from non-literal language • Identify words that are significant to the plot, theme, or overall message of the text
<p>Vertical Alignment to Previous Grades: RL.2.4, 1.4, K.4</p> <p>Vertical Alignment to Future Grades: RL.4.4 ,5.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking and to determine which words have an effect on the overall meaning in a text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • phrase(s)– a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) • literal language- describes the usual or expected meaning of a word or phrase • non-literal language- describes an unusual or unexpected meaning of a word or phrase • distinguish- perceive or point out a difference
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.5:</u> 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.</p>	
<p>Standard Text: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> • Use text evidence from stories, dramas, and poems when speaking and writing about a text • Use terms that indicate text organization such as chapter, scene, and stanza when referring to part of the text • Describe the relationship between different sections of text-how each part of text builds on earlier sections.
<p>Vertical Alignment to Previous Grades: RL.2.5, 1.5, K.5</p> <p>Vertical Alignment to Future Grades: RL.4.5, RL.5.5</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> • Students use correct terminology such as chapter, scene, and stanza when writing and talking about specific parts of stories, dramas, and poems. Students explain how each part builds on previous parts of the text. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • chapter–the main division within a book • describe, description, descriptive details– to explain something in words; the details necessary to give a full and precise accounts

	<ul style="list-style-type: none"> ● drama— a genre or category of literature generally designed to be presented to an audience by actors on stage that relies heavily on dialogue ● poem— a literary work, generally composed in verse and using figurative language, typically composed using a set structure (i.e., organizational rules) ● stanza— the primary organizing structure in poetry and verse that forms the basic recurring measure, generally separating one main idea, point, or event from another, similar to paragraphs in prose writing ● text evidence— any evidence from a fiction or nonfiction text that can be used to support ideas, arguments, opinions, and thoughts. When we cite textual evidence, we paraphrase, quote, or refer to a specific part of the text that we are using to back up or support our thoughts and ideas
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Craft and Structure R.6:</u> Assess how point of view or purpose shapes the content and style of a text.</p>	
<p>Standard Text: RL 3.6 Distinguish their own point of view from that of the narrator or those of the characters</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ● Identify the point of view of various characters. ● Identify the point of view of the narrator. ● Identify the point of view of the reader (student). ● Compare these points of view to their own. ● Distinguish the difference between the three points of view.
<p>Vertical Alignment to Previous Grades: RL.K.6, 1.6, 2.6</p> <p>Vertical Alignment to Future Grades: RL.4.6, 5.6</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> ● Students determine the point of view of the narrator or character in a story and recognize how it is similar or different from their own point of view <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● point of view— 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 points from which one relates the events of a story or makes an argument

<p>3RD GRADE LITERATURE STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS</p>	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <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>Standard Text: RL 3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ● Analyze the illustrations and words in a story. ● Make a connection between the text’s illustrations and the meaning of the words in the story.
<p>Vertical Alignment to Previous Grades: RL.K.7, 1.7, 2.7</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> ● Students describe how specific details in a text’s illustrations provide additional meaning and more information to what has

<p>Vertical Alignment to Future Grades: RL.4.7, 5.7</p>	<p>been communicated by words. For example: how the illustrations contribute to the mood or emphasize aspects of characters or settings.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● conveyed– to make an idea or feeling known to another person; to carry over from one to another ● illustration– a picture or drawing used for explanatory and/or aesthetic purposes; can also refer to an example used as evidence for a claim ● mood- a temporary state of mind or feeling
<p>Anchor Standard/ Domain Name: Reading: Literature <u>Integration of Knowledge and Ideas R.9:</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>Standard Text: RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> ● Determine the themes, settings, and plots of stories written by the same author about the same or similar characters. ● Compare and contrast the themes, settings, and plots of the stories.
<p>Vertical Alignment to Previous Grades: RL.K.9,1.9,2.9</p> <p>Vertical Alignment to Future Grades: RL.4.9, RL.5.9</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> ● Students explain how two or more versions of the same story are similar and different (such as Cinderella). These versions should be by different authors and/or from different cultures. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> ● compare– 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.

<p style="text-align: center;">INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS</p>	
<p>Strand:</p>	<p style="text-align: center;"><i>Integration of Knowledge and Ideas</i></p>
<p>Standard Alignment:</p>	<p>RL. 3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p>
<p>Task:</p>	<p>Adapted from <i>Wit and Wisdom</i>:</p> <p><i>What part of the passage does the illustration on page 31 help readers understand?</i></p> <p>Exemplar Student Response:</p>

	<ul style="list-style-type: none"> Students should connect that the illustration helps readers understand what the creatures Emma sees look like
DOK and Blooms	2, Apply
Possible language objectives aligned to this task:	<ul style="list-style-type: none"> Students can interpret images and connect them to events in the text. (Explain-Emerging-Reading)
Possible Misconceptions:	<ul style="list-style-type: none"> Students may see the illustration of the creatures and feel compelled to respond with their own personal experience. Students may not use the text as a basis for their interpretation of the illustration.

3RD GRADE LITERATURE STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY	
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <u>Key Ideas and Details R.10:</u> Read and comprehend complex literary and informational texts independently and proficiently.</p>	
<p>Standard Text: RL 3.10 By the end of grade 3, read and understand literature at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> Read texts with a Lexile between 420-820 with proficiency. Read independently with appropriate stamina. Use metacognitive strategies to comprehend literature of different genres such as stories, dramas, and poetry.
<p>Vertical Alignment to Previous Grades: RL.K.10, 1.10, 2.10</p> <p>Vertical Alignment to Future Grades: RL.4.10 RL.5.10</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> By the end of grade 3, students competently read and understand literary 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. <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> <u>independently</u>– on one’s own, without aid from another (such as a teacher) <u>proficient/proficiently</u>– 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 <u>text</u>– anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more <u>text complexity band</u>– 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; others associated with the task itself such as the purpose or demands of the task itself)
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